

**IMPROVING SKILLS OF WRITING RECOUNT TEXT OF THE GRADE
EIGHTH STUDENTS THROUGH PICTURE SERIES AT MTs MA'ARIF
SELOMERTO IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education**



By

Sholihatun

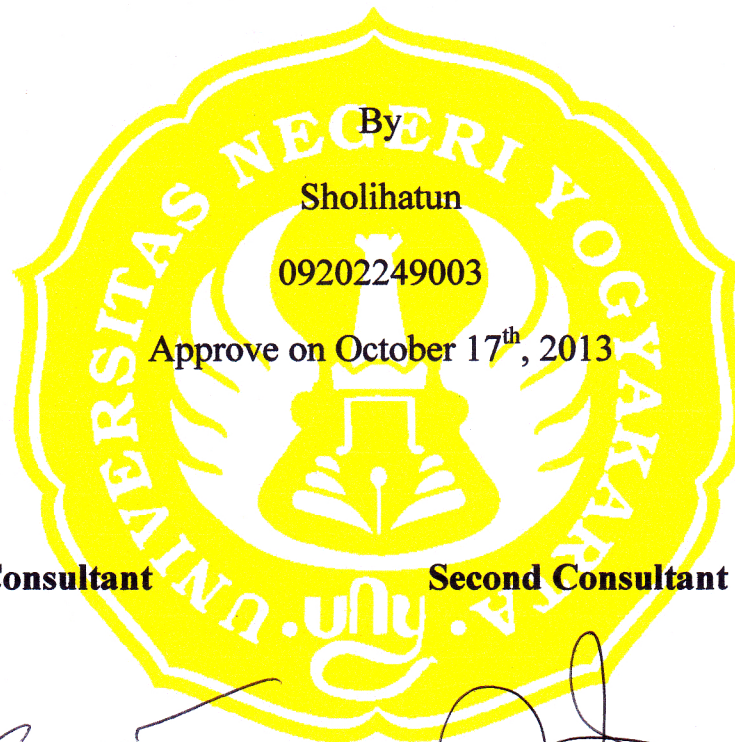
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2013**

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EIGHTH STUDENTS THROUGH PICTURE SERIES AT MTs MA'ARIF
SELOMERTO IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis



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A Thesis

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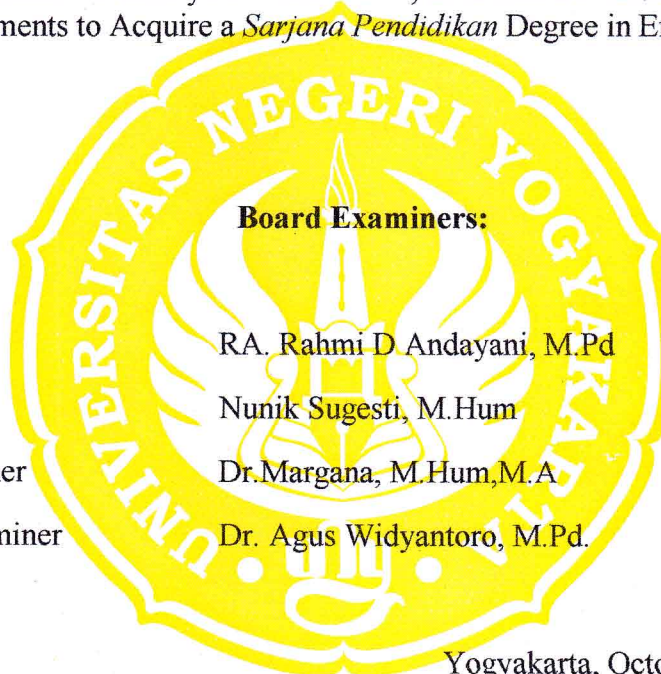
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PERNYATAAN

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

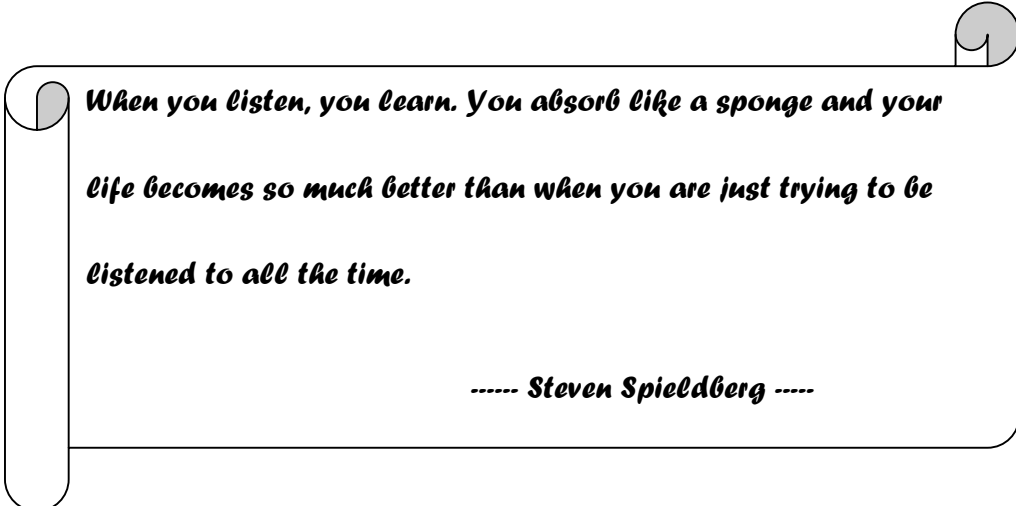
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MOTTOS

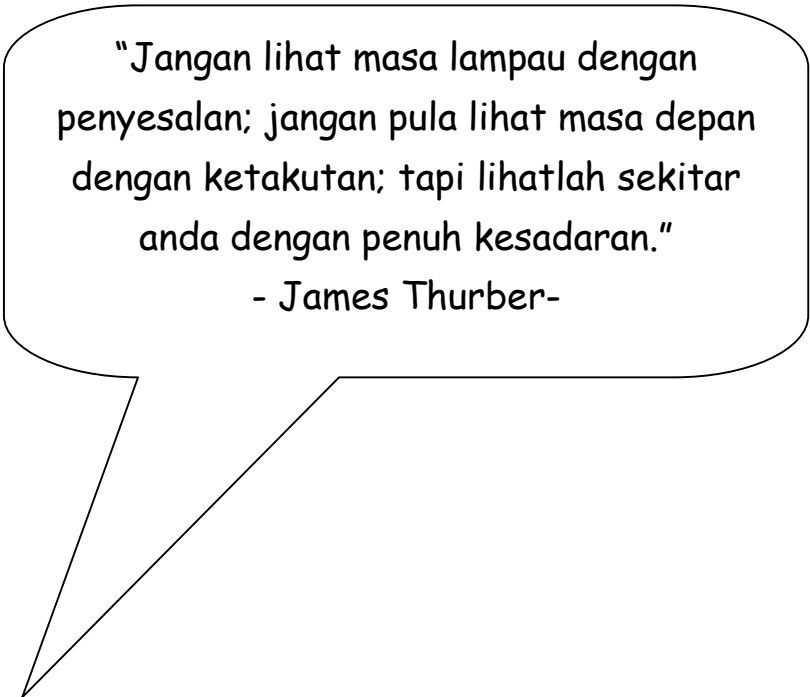


When you listen, you learn. You absorb like a sponge and your life becomes so much better than when you are just trying to be listened to all the time.

----- Steven Spielberg -----

Everything starts with a dream

Genkindesh



"Jangan lihat masa lampau dengan penyesalan; jangan pula lihat masa depan dengan ketakutan; tapi lihatlah sekitar anda dengan penuh kesadaran."

- James Thurber-

DEDICATION

In the name of Allah SWT, I dedicate my thesis to my beloved mother and father.

Thank you for all the continuous prayers, support, and endless love.

And

I also dedicate it to my beloved husband and my sons. Thanks for your support that is the important thing.

ACKNOWLEDGEMENTS

Alhamdulillah Rabbil 'aalamiin, praise be to Allah SWT who has given me remarkable blessing and strength so that I could finish this thesis. So, first of all, I would like to dedicate my sincerest gratitude to Him.

Then, I would like to express my gratitude to all those who have, know or otherwise, helped to shape the ideas that have gone into this thesis. First of all, I would like to thank Alloh SWT who has given me remarkable blessing and strength so that I could finish this thesis, so, first of all, I would like to dedicate my sincerest gratitude to Him.

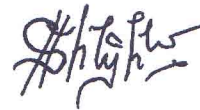
First and foremost, I would like to thank my first consultant Dr. Agus Widyanoro, M.Pd whose advice, encouragement, and suggestion. I also gratitude to Nunik Sugesti, S.Pd, M.Hum as my second consultant for her advice, excellent critics and suggestion have been a feature of writing process from the beginning of this thesis. Then, wish to thank my academic consultant, Rahmi Andayani M.Pd for her guidance, knowledge, support and pray that she has given to me.

Thanks are also due to the Principal, English teacher and staff of MTs Ma'arif Selomerto for their permission and help during my research. I would like to thank to all members of VIIIB for their help without them this research could not finish.

Finally, I hope that this thesis is useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 22 Oktober 2013

The writer,

A handwritten signature in black ink, appearing to read 'Sholihatun', with a stylized flourish at the end.

Sholihatun

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ABSTRACT

The objective of this research is to improve the students' writing skills of recount in the eighth grade at MTs Ma'arif Selomerto in the academic year of 2012/2013 through picture series.

This research was an action research study that consisted of two cycles. Each cycle consisted of two meetings. There were two kinds of data. The first data were qualitative. To obtain the qualitative data, the researcher conducted observation and interviews, and took photographs. The instruments were interview guidelines, and observation checklists. The qualitative data were in the form of field notes, observation checklists result, and photographic data. Meanwhile, the quantitative data were gained by assessing the students' ability through the students' writing performance tasks conducted in every meeting. To deal with the problems, the researcher implemented the actions of using picture series.

The results of the first cycle showed that the implementation of picture series was successful to improve the students' writing skills of recount. However, there was still a weakness which was the researcher explained the materials too fast. Meanwhile, the results of the second cycle show that the implementation of picture series was successful to improve the students' writing skills. The indicators of the success of the implementation are all students could generate ideas well. The second indicator is that the students could master the grammatical feature. The research findings are supported by the result of means of the students' writing scores that improved from 1.97 for the content to 2.98, 1.80 to 3.1 for organization, 2.24 to 3.07 for the vocabulary, 1.96 to 3.16 for the language use, and 1.79 to 3.18 for mechanic.

CHAPTER I

INTRODUCTION

A. Background of the Study

As an international language, English becomes an important language in the world. English requires four skills which integrate one to another and should be mastered well by the students. They are listening, speaking, reading, and writing skills. As in Junior High Schools, students are expected to be able to communicate in English well including those four skills.

As one of those four skills, writing has the important roles not only in the field of education but also in the daily life. First, writing is needed to get good jobs. Here, writing is needed to make job applications which become one of the important prequirement to decide whether people are accepted or not. In making an application, people need to notice their writing. Second, writing is needed in communication. People can express their feelings and their ideas in a written text. Third, writing is needed in many jobs, such as authors, journalists, editors, and teachers. They need to have a good writing skill to be able to produce good writings.

However, the students' writing ability is still low. Similarly, in a writing class at MTs Ma'arif Selomerto Wonosobo, there were different students' achievements. It was caused by many factors from both the English teacher and the students. The factors from the teacher were that the teacher did not use media and he or she applied conventional techniques. The factors from the students were

that the students did not like the English class, did not know how to write in English and the students had low motivation in learning English.

The major cause was that the teacher of MTs Ma'arif Selomerto Wonosobo did not apply the appropriate technique and lack of media when he or she taught writing. It would be a serious problem because the wrong technique cannot improve the students' writing ability. Then, the lack of media as the teaching and learning aids made the students feel bored. Finally, all of those problems caused the low students' the writing skill.

Based on the reasons above, the researcher considers that the problems in students' writing ability are very important to be solved. Therefore, conducting the research on this area is necessary because it offers the teacher to improve the students' achievement in writing skill.

B. Identification of the Problem

As stated before, the students' writing skill of MTs Ma'arif Selomerto was relatively low. They dealt with the teaching-learning components. An ideal teaching and learning condition can be reached if all learning components maximally cooperate. The teaching and learning components are the students, teachers, materials, techniques, and media. They cannot be separated from one another to achieve the learning objective.

To identify the problems in the field, the researcher initially observed the teaching and learning process in the eighth grade of MTs Ma'arif Selomerto.

Based the preliminary observation, the researcher managed to identify some problems in the English teaching and learning processes. The researcher then classified them into several groups. They were described as follows.

The first problem was focused on the students. The students were the main subject of the teaching-learning process and they had their own competence. Many students thought English especially writing as a difficult subject. Besides, they had no motivation in the teaching and learning process. They also had difficulties in generating ideas and organizing them into a good paragraph.

The next problem was the materials. A good material should be interesting and motivating, because it could support the students in their writing motivation. The teacher only used a course book and *LKS*. It was boring and very monotonous. Therefore, the students were not attracted to the material. The impact was that they would not have a good writing mastery.

The next problem was the teaching technique that influenced the students' writing ability. An appropriate technique could improve the students' motivation to learn English. When the technique used is appropriate, the students will have a good ability in writing. The interesting techniques also would make the students interested in the lesson and they were not bored during the lesson. The materials would also be transferred to the students well. However, the technique that was applied was less interactive.

The last problem was related to the media. Media also plays the important roles in teaching and learning activities. Unfortunately, the English teacher at MTs

Ma'arif Selomerto did not use media in the teaching-learning especially in teaching writing. The use of media was very useful and helpful especially in teaching the students in Junior High School. By using media, the students will be motivated to join with the lesson. There were a lot of media that can be chosen in teaching writing such as pictures, flash cards, and multimedia. Moreover, media can also improve students' enthusiasm in writing activities.

One of the popular media is pictures. There are many kinds of pictures such as flash cards, pictures series, and pictures cards. Pictures series are appropriate media in teaching writing because those can stimulate the students when they write a paragraph or text. The students will have clues based on the pictures. By using picture series, the students will be interested to write their ideas.

C. Limitation of the Problems

From the problems identified above, the researcher found the problems that lead to the students' low achievement in the writing subject. They are concerned with the teacher's media. It is very clear that the appropriate media are important in teaching-learning English. There are many kinds of media that are used in the teaching-learning process. One of the media is pictures.

Based on the description above, the researcher and English teacher of MTs Ma'arif Selomerto choose to limit the study problems related to the picture series based on two reasons. First reason is she considers that the picture series become interesting media in teaching writing because they could attract the students'

motivation. When the students enjoy the lesson, the materials can approve well by them. The second one is the picture series could stimulate the students in writing. Those pictures could give the students' clues what they should write. Therefore, this study was focused on improving the students' writing skills through picture series in the classroom setting attended by the students of MTs Ma'arif Selomerto. The problem to be solved is going to be limited, that is improving the students' writing skills through picture series.

D. Formulation of the Problem

The problem of the research can be formulated as follows.

How are picture series implemented to improve the writing skills for eighth grade students at MTs Ma'arif Selomerto in the academic year of 2012/2013?

E. Objectives of the Study

To describe the ways of applying picture series in the class activities at MTs Ma'arif Selomerto in the academic year of 2012/2013.

F. Significance of the Study

In general, it is expected that the result of the research can give some contribution to the teaching-learning process and that the result can be useful, especially to the following parties.

1. To the teacher

The results of this study are expected to provide information about picture series and the effective ways of applying them in class activities to improve the students' writing skills especially in writing texts.

2. To the researcher herself

The research can develop her motivation through the problem-solving process and a valuable experience related to her knowledge in research on education.

3. To other researchers

Hopefully, other researchers can use this research as a reference in conducting similar research in this area.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter is divided into two main sections: literature review and conceptual framework. Literature review section presents the explanation about the theories supporting this research, conceptual framework underlies some problem related to this research.

A. Literature Review

1. Writing

a. Definition of Writing

Writing is one of the productive skills which is needed to be learned by learners. They learn writing as an essential component not only for their academic practice but also later in their professional life. It is a bridge between people to deliver information and message.

There are many experts who define writing. According to Pulverness, Spart, and William (2005:26), writing is productive skills which involves communicating a message in the form of letter and symbols. Communicating means sending certain information to others, so, a message should have a purpose. In other words, writing skills produce a written product which has certain information.

In line with Pulverness, Spart, and William, Brown (2001:335) also states that a written product is product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how

to use discourse markers and rhetorical conventions to put them cohesively into written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Moreover, Oshima and Hogue (2006: 205) agree that writing is a process. They propose that writing process is divided into four stages. Firstly is prewriting: choosing topic and collecting information. Secondly is outlining that means organizing ideas into outline. Thirdly is writing a rough draft. In this stage, writers follow the outline and ignore about the grammar, punctuation, or spelling. The last stage is polishing or revising or editing.

Based on the theories above, it can be concluded that writing is the process to make a product where in the process they can write anything about life or anything. In the process also, the writers think about the form of written language which includes many considerations involving linguistics competences, idea, and how to organize. The process and the product cannot be separated each other.

b. Characteristics of Written Language

Brown (2001: 341) describes some characteristics of written language from the readers' view. The characteristics are as follows:

1) Permanence

Written language is different from oral language. It needs real and longer time to be understood while it can be read and reread many times because it is permanent.

2) Production time

A good writer is able to achieve a final product in long processes: time to plan, review and revise their writing; whereas in speaking, speakers may plan, formulate and produce their words in a few moments.

3) Distance

In writing, there is a distance between the writer and the readers. The readers need to analyze what the writer is going to deliver. It is different from speaking which is no distance. The listeners can easily understand what the speakers say because they are very close.

4) Orthography

Orthography deals with letters and other written language. There are various mechanics in writing. In learning writing, especially in the beginning stages, a different phoneme-grapheme system should be introduced to students to make them literate.

5) Complexity

Written language is complex because the writers should learn how to avoid redundancy, combine sentences, make references, and create syntactic and lexical variety.

6) Vocabulary

Written language has more rich vocabulary demand than speaking. A good writer uses his vocabulary to create written language.

7) Formality

Based on the use of writing in daily life, writing is more formal than speaking.

c. Micro Skills of Writing

To get success in their writing, the writer (students) should master the micro and macro skills of writing. According to Brown (2004:221), micro and macro skills of writing include:

Table 1: The Macro- and Micro-Skills of writing

No	Micro skills
1	Produce graphemes and orthographic patterns of English.
2	Produce writing at an efficient rate of speed to suit the purpose.
3	Produce an acceptable core of words and use appropriate word order patterns.
4	Use acceptable grammatical systems (e.g., tense, agreement, and pluralization), patterns, and rules.
5	Express a particular meaning in different grammatical forms.
6	Use cohesive devices in written discourse.
7	Use the rhetorical forms and conventions of written discourse.
8	Appropriately accomplish the communicative functions of written texts according to form and purpose.
9	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
10	Distinguish between literal and implied meanings when writing.
11	Correctly convey culturally specific references in the context of the written text.
12	Develop and use a battery of writing strategies, such as accurately assessing the audiences interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

With mastering micro skills of writing above, it help the students to gain the success in their writing. Thoose skills are the basic skills that should be mastered by the writer in order to get better result for their writing product.

d. Writing Process

Writing has several complex stages. The writer should follow those stages when he or she wants to produce a text. According to Harmer (2004:11), the writing processes are planning, drafting, editing, and final draft or final version.



Figure 1. Writing Process' Cycle

On the other hand, Richards and Renandya (2002:112), also develop the writing process. It can be seen on the picture below.

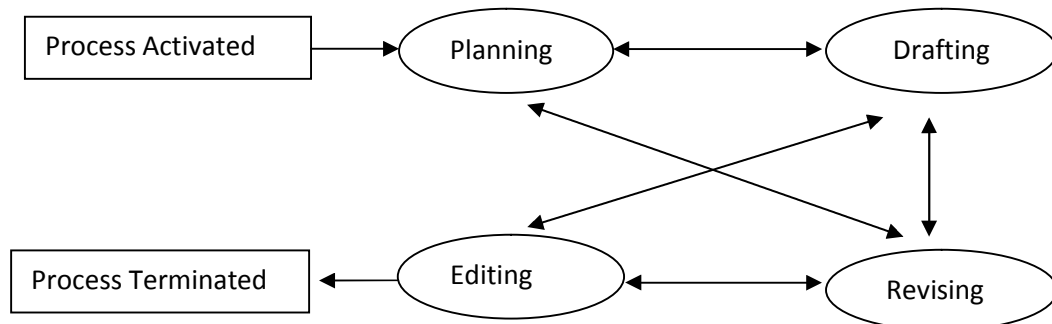


Figure 2. The Writing Process

The plan learning experiences for students may be described as follows.

1. Planning

Pre-writing can stimulate thoughts for getting started. It moves students away from having to face blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage:

a. Group brainstorming

Group members pour out ideas about the topic. Spontaneity is important here. There is no right or wrong answer. Students may cover familiar ground first and then move off to more abstract or wild territories.

b. Clustering

Students' form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernable clusters. Clustering is a simple yet powerful strategy. It is described as follows.

c. Rapid Free writing

Within limited time, individual students freely and quickly write down single words and phrases about the topic. The limited time keeps the writers' minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible.

d. WH question

Students generate who, why, what, where, when, and how questions about a topic. More such question can be asked of answers to the first string of WH-question.

2. Drafting

At this stage, the students focus on the fluency of writing and are not preoccupied with grammatical accuracy. The first draft will need to be sorted and strained but it should be more focused than the free-writing.

3. Revising

Revising is to rewrite what the students have written before. When doing the revision, the students rework their draft according to the feedback that was given. They may add some information, which does not exist in his writing work. The most important thing is checking the features of writing such as content, purpose, and organization.

4. Editing

Before the final draft evaluated, the students have to read for mistakes in mechanics. Editing only pays attention to mechanic elements which include spelling, grammar, punctuation, and capitalization. It is important for students to

edit by themselves as they have received feedback before they revise their written product. They are two steps in this stages as described as follows.

a. Evaluating

At this stage, the scoring may be analytical such as specific aspects of writing ability or holistic which is based on a global interpretation of the effectiveness of that piece of writing. It should include overall interpretation of the task, sense of audience, relevance, development, and organization of ideas, layout, grammar and structure, spelling and punctuation, vocabulary, and clarity of communication.

b. Post-writing

Post writing constitutes the classroom activity that the teacher and the student can do with the complete piece of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performance. This stage is a platform for recognizing students' work as important and worthwhile.

Based on the theory above, it can be concluded that writing has four complex stages. They are planning, drafting, revising, and editing. The writer should follow the stages to make a good written text.

c. Elements of Writing

Richards and Renandya (2002:309) state that there are several constituent parts in writing namely content, organization, originality, style, fluency, accuracy, or rhetorical forms of discourse. Clyne (1987) cited in Hyland (2003: 47) adds that in English, writers have to produce clear and well-organized statements.

Hyland argues a good writer achieves clarity in writing to help readers understand what the text is. The writer has to provide appropriate transition statements when moving from one idea to another idea. They also have to use place signals in the texts. The examples of the signals are:

- 1) sequencing points (first, next, last);
- 2) connecting ideas (however, therefore, on the other hand);
- 3) showing what the writer is doing (to summarize, in conclusion, for example);

According to Spratt, Pulverness and Williams (2005: 26), writing involves some subskills. They are related to accuracy, such as using correct forms of the language. Writing accurately also involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly.

In short, writing is not only about accuracy, but it also has a message to other people. To deal with it, the writer needs to have ideas, organize them well and express them in an appropriate style. In addition, a good writing conveys a meaning to the readers. It is like a bridge that communicates message to others.

There are many types of classroom writing performance. According to Brown (2001:343), there are five types of classroom writing performance. They are explained as follows.

- 1) Imitative or writing down which leads the students to write simply English letters, words, and possible the sentences.

- 2) Intensive or controlled which loosens the teacher's control but still offers stimulation. For example, the teacher asks the students to tell the story only viewed on the videotape by asking them the series questions such as where does the story take place? or describe the characters.
- 3) Self-writing which leads the students as the audience. The examples of this writing performance are diary and dialogue journal.
- 4) Display writing which leads the students to write in the element of the display writing such as essay examination, short answer exercises, and research report.
- 5) Real writing which aims the students to communicate the message to the audience. The examples of this writing performance can be seen in the personal, vocational, and personal categories.

d. The Teachers' Roles in Teaching Writing

The teacher should have some roles when he or she teaches in the classroom especially in teaching writing. He or she is a facilitator and responder to students (Brown, 2001: 340). As a facilitator, the teacher offers guidance for students to write. As a facilitator, he should ensure students, respond to, and use a variety of materials and techniques. Material, techniques, and media have to be combined in a balance without forgetting the goals.

Further, Harmer (2004: 330) says, when the teacher asks students to write, he plays three roles.

1) Motivator

When the teacher gives a writing task, he has to motivate the students, create the right conditions for the generation of ideas, persuade them to do some activities, and encourage them to make as much as effort as possible they can.

2) Resource

The teacher has to be ready to supply information and language when it is necessary. He needs to offer advice and suggestions in a constructive and tactful way.

3) Feedback provider

The teacher has to respond positively and encouragingly to the content of students' writings. In addition, he needs to offer correction and suggestion based on what students need at a particular level and on the tasks that students have understood.

Based on the theories about the teacher's roles, a teacher controls everything that occurs in the classroom. He is a facilitator and motivator for students. In addition, he is a resource where the students can get all the information they need. When students make mistakes and errors, he has to be ready to give feedback.

e. Assessing Writing

Assessment is an important thing in the teaching-learning process because the teacher needs to give grade and feedback to the students. It will help to analyze the students' problems. Brindley in Helgesen and Brown (2007: 18) says

that assessment is both important because as teachers need to give grades and because they want to provide feedback.

Those are two kinds of assessment. They are formal and informal assessments. According to Brown (2001: 402), informal assessment is involved in all incidental, unplanned evaluative coaching, and feedback on tasks designed to elicit performance. It often implies the observation of the process of learning. On the other hand, there is summative assessment which is formal and result oriented in that the students always receive a grade. Most formal assessments are ordinarily called tests.

To assess the students' writing ability, the teacher needs an assessment rubric. Assessment rubric which is used in this study was based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002: 116). The rubric is shown in the appendix.

f. Teaching Writing

Brown (2007: 8) states teaching is guiding and facilitating learning, enabling students to learn, and setting conditions for learning. Similarly in teaching writing, it is guiding, facilitating, and enabling students to write a sentence, a paragraph or a text. Harmer (2001: 79) states four reasons for teaching writing to students of English as a foreign language.

1) Reinforcement

The visual demonstration of language construction can be the aid to commit the new language shortly after students have studied it. In other words, writing reinforces grammatical structures and vocabulary that have been learned.

2) Language development

The actual process of writing helps students in acquiring a language since the process demands them to think and choose sentences as well as words they will use to express ideas. Thus, the relationship between writing and thinking makes writing a valuable part of any language courses.

3) Learning style

Some students are good at picking up language just by looking and listening. Others need time to think and to produce a language in a slower way to reflect what they have learned. Writing is appropriate for such students.

4) Writing as a skill

The most important reason for teaching writing is that it is a basic language skill, as important as speaking, listening, and reading. The students need to know how to put the written text in a correct form just as they need to know how to pronounce spoken English appropriately. Harmer (2007: 325) states that a teacher needs to encourage a process approach to teach writing by conducting the kinds of writing stages. It is added by Brown (2001: 346) states nine principles for designing writing techniques. They are mentioned as follows.

1) Incorporate practices of “good” writers

In composing a writing technique, a teacher should consider the things which are done by a good writer. They are focusing on goals or main ideas, considering the audience, planning the writing, letting the first idea flow onto the paper, following the organizational plan, soliciting feedback on writing, revising the work, and patiently making as many revisions as needed.

2) Balance process and product

Writing is a composing process and usually requires multiple drafts before the final effective product is created, a teacher should make sure that students are carefully led through appropriate stages in the process of composing.

3) Account for cultural/literacy backgrounds

It is important to make sure that the techniques do not assume that students know English rhetorical conventions. If there are some apparent contrasts between students native traditions and those that be taught, try to help students understand and then bring them to the use of acceptable English rhetoric.

4) Connect reading and writing

Reading can be a great exposure to start writing. By reading a variety of relevant types of texts, students can gain important insight both about how they should write and about the topic of their writing.

5) Provide as much authentic writing as possible

Writing is authentic when students know the purposes and the audience clearly. In addition, sharing writing with others like publishing it both in the class and outside of the class is one way to add authenticity. Those kinds of writing which are published can be seen as authentic writing.

6) Frame writer techniques in terms of prewriting, drafting, and revising stages.

The prewriting stage encourages the generation of ideas. It can happen in numerous ways, such as reading extensively, skimming and/or scanning, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated questions and probes, and free writing. Furthermore, there are several strategies and skills in drafting/revising process in writing. They are getting started, “optimal” monitoring of one’s writing, peer-reviewing, using the instructor’s feedback, editing for grammatical errors, „read aloud technique, and proofreading.

7) Strive to offer techniques that are as interactive as possible

The interactive classroom can be actualized by organizing students to work in pairs or groups so they can initiate activities and exchange ideas. Collaborative writing in the classroom generates discussions and activities which encourage an effective process of writing.

8) Sensitively apply methods of responding to and correcting the students’ writing

When responding to the students’ writing, a teacher should put himself as guide or facilitator. It is better for a teacher to respond to the students’ writing in written and oral responses.

9) Clearly instruct students on the rhetorical, formal conventions of writing

Each type of writing has its formal properties. Therefore, make them explicit for the students. A reading approach to writing is very helpful.

In conclusion, teaching cannot be done apart from learning. Teaching is a step-by-step process in enabling students to learn. Similarly teaching writing, it is

a step-by-step process in enabling students to learn how to write. A teaching theory, in balance with a teacher's integrated understanding of the student and of the subject learnt, will point the way to the successful teaching and learning process.

g. Junior High Schools Writing Proficiency Level

Teaching listening is one of the important things that have to be done because the English lesson is one of the prerequisite subjects to graduate from Junior High School. According to the curriculum, the students of Junior High Schools are expected to be able to comprehend written texts to reach the functional and transactional level including the ability of comprehending many kinds of transactional, interpersonal and functional written texts. The expected writing from the eighth grade of Junior High Schools in the second semester is displayed in the table below.

Table 2. Standard Competence and Basic of Competencies of Writing for Eighth Grade Junior High Schools

No	Standard of Competence	Basic Competencies
1	6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings	6.1 Expressing the meaning of simple short written functional texts accurately, fluently, and acceptable to interact with surroundings 6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of

		descriptive and recount
2	12. Expressing the meaning of written functional texts and simple short essays in the form of recount and narrative to interact with surroundings	12.1 Expressing the meaning of simple short written functional texts accurately, fluently, and acceptable to interact with surroundings 12.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of recount and narrative

Based on the standard of competence and basic competencies, the eighth grade students of Junior High School are expected to be able to comprehend and express the meaning of simple transactional and interpersonal conversations, short functional and monolog texts, simple functional texts and short essays in the form of descriptive, procedure, narrative, recount, and reports.

2. Picture Series

a. Definition of Picture Series

Visual media also has a great potential as teaching aids to develop writing skills and can provide both context and stimulation for a variety of activities (Byrne in Ratnasari 2010). Pictures are helpful in the teaching and learning process, so that many language teachers use those as media for presenting the lessons in the teaching learning process. Pictures are the aids in teaching aspects of the language, for example, vocabulary, grammar, or phonology. Those also can develop the different other language skills such as listening, speaking, reading, and writing. On the other hand, the use of visualization can get the students

interested to the lesson and can create natural situations and active during the teaching and learning for the use of language.

Pictures are often used to present situations to help students work with grammar and vocabulary. Pictures also provide thousand words. They are able to say many words. It means that the students can understand pictures because pictures can say many things inside them. Moreover, Wright (1989: 137) states that pictures can help the students predict what it is about. Based on this, picture are good used in learning language because they can help the students to visualize language from abstract to concrete one easily.

Harmer (2004:3) says that pictures are really useful tools to prompt the students into writing stories. Picture series could attract the students' eagerness to start writing and develop their ideas. According to Wright (1989:3), they are some criteria in using picture series as media.

- 1) They should be easy to organize in the classroom.
- 2) The activity has to be meaningful and authentic.
- 3) They should be easy to prepare.
- 4) The activity should be rise to a sufficient amount of language
- 5) They should be interesting.

Pictures usually are used to promote the productive skill like speaking and writing. There are some roles for these productive skills. Pictures can give the students a lot of motivation to join in the teaching and learning process. They also contribute to the context in which the language is being used. Next, pictures can

also be described in the objective ways to subjectively be learners. Pictures can response to questions through guided practice. Lastly, pictures can give the students provide information.

Pictures have contribution to increase the students interest and motivation, make them have sense of the context of the language, and picture can be a specific reference stimulus for the students. Pictures also provide the students information such as objects, actions, events and relationship. When picture used, meaningful context are created, it is expected by using picture as teaching media can elaborate all the information. Besides, pictures can arise students' interest, give information, ideas, and also stimulate them to write.

3. Recount Text

a. Definition of Recount Text

In this study, the researcher presents information about recount texts because this study used recount texts as the material in teaching and learning process by using picture series as a media. Furthermore, the researcher presents information about recount texts below.

According to Anderson and Anderson (1998:24), recount is a text that retells past events, usually in the order in which they occurred. It also has a purpose that is to entertain the audience or the readers with a description of what occurred and when it occurred. In addition, Gerot and Wignel in Prihastuti

(1990:40) say that the text which tells the past event. Recount, in this point of view, tend to use past tense, material process, and particular participants.

Each genre has its grammatical features which makes it is different from one to another. According to Anderson and Anderson (1998:24), a recount text usually has three main sections. They are described as follow.

- 1) Introduction or orientation which gives the readers back ground the information about who, what where, and when.
- 2) Sequence of event that retells the order in the order which they happened.
- 3) Conclusion which concludes its paragraph, how ever this is not always necessary. This part is optional because some recount texts have no conclusion in the end of the text.

There are many ways what teachers can do in teaching writing. In this study, the media which is used in teaching writing is picture series.

B. Relevant of the Studies

The use of picture in the teaching-learning process is very useful. It can improve the students' achievement in English subject. There are several studies that were conducted before. The result of the research described as follows.

The first research was conducted by Mansur (2011). The result of this research was that picture series were very effective in teaching writing recount text. It could be seen from the students' achievement in class. They scores were relatively high in their writing. Mansur also said picture were very useful in teaching learning activity especially to teach children. In addition, picture series

also remained in view during writing, providing visual support for producing more complex written sentences.

The second research was conducted by Halimatus Sa'diyah. Based on her research, the data indicated that 94% students were interested in the pictures and 82% of them thought that the learning activity using the picture-series was very fun. 90% students found it was fun to use the picture series as an aid to writing. 85% students agreed that the media could help them focus their description. 100% students said that the pictures were helpful in generating ideas. Therefore, 82% students would like to have picture aids to do writing assignments.

Based on the research above, it could be concluded that picture series were successful to help the students to learn the material especially in writing subject. The result of the research was that picture series was successful to improve the students' writing skills. It could be seen from the students' scores that were relatively high.

C. Conceptual Framework

Based on the observation in VIIIIB of MTs N Wonosobo, the students' writing skill were relatively low. That problems dealt with the students are not be able to generate ideas and grammatical features mastery. That is why the English teacher needs to apply an interesting media to overcome the problems.

The fact above shows that the students and the teacher need an appropriate teaching media to improve the students' achievement in writing. Therefore, the

researcher used picture series to improve the teaching-learning quality especially in writing skill. They are several reasons why picture series were used to improve the students' writing skills. Firstly, pictures series provide the students information such as objects, actions, events and relationship. Secondly, pictures have contribution to increase the students' interest and motivation, make them have sense of the context of the language, and picture can be a specific reference stimulus for the students. Lastly, pictures can help the students predict what it is about.

Therefore, in reference to the elaboration above, the researcher involved the English teacher as the collaborator, and the VIIIB students of MTs N Wonosobo in conducting the research. Then, the procedures done in this research consisted of thematic concern-reconnaissance, plan of action, action and observation, and reflection. In this research, the students were given picture series in each meeting. It is expected that the teaching-learning process improved at MTs N Wonosobo after the technique is applied.

CHAPTER III

RESEARCH METHOD

This chapter consists of eight sections namely the type of research, research setting, subjects of the research, instruments of the research, data collection techniques, data analysis techniques, validity and reliability, and procedure of the research. The discussion of each part is presented below.

A. Type of the Research

The type of this research is classroom action research. In this research, the researcher would be directly involved in improving students' writing skill focusing on the problems which were found in the teaching-learning process based on the initial observations and interviews. This action research aims to portray the process of the improvement of students' writing skill. The nature of this action research is collaborative which involved the English teacher as the collaborator and the researcher herself. Beside collaborative, this action research focuses on the improving quality of the teaching and learning writing process.

There are some different models of action research. This research uses the Kemmis and Mc Taggart model. The process of the research can be shown in the schemata below.

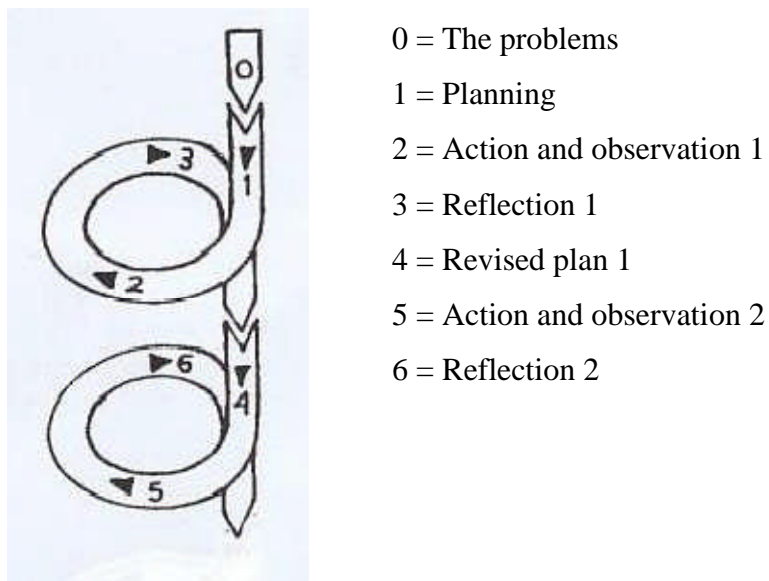


Figure 1. Cyclical AR model based on Kemmis and Mc Taggart (1988)

Based on Figure 1, the researcher and the English teacher identified some problems, formulated a draft of some actions to solve the problems, implemented the actions, and reflected on the outcome of the actions. These whole steps were done in three cycles.

B. Setting of the Research

This part consists of three issues. The first issue is the place of the research, the second issue is the schedule of the research and the last issue is the learning setting. Each part is discussed below.

1. Setting of the Research

The place of the research was MTs Ma'arif Selomerto. It is located in Banyumas Km 7 street. It is quite easy to reach especially for the students because there is near the main street. It is one of Muhammadiyah's schools in Wonosobo. The available rooms in this school are the school principal room, teacher's room, an administration room, a room for guidance and counseling, a school health unit, a library room, a laboratory room, a computer laboratory room, a mosque, two teachers' toilets, four students' toilets, and 9 classrooms. Each class consisted of 30 students. Totally there are 270 students, one school principal, 28 teachers, two school guards, and four administration staff.

2. Schedule of the Research

The research was carried out during the teaching-learning activities in MTs Ma'arif Selomerto, Wonosobo in the academic year of 2012/2013. The researcher did the preliminary observation on December 10th, 2012. The data collection was done three times in a week with duration of 40 minutes each meeting. This research was carried out from April 30th to May 11th, 2013. The action was carried out based on the school schedule which were on every Monday at 07.00-08.20, on Wednesday at 11.30-12.40 and on Thursday at 07.00-08.20.

C. The Subjects of the Research

This research conducted collaboratively by all the research members. They were the students of VIII B in the academic year of 2012/2013, the English teacher, and the researcher herself. The teacher was as a collaborator in this

research. In collecting the data, the researcher was helped by her friends who are studying at English Education Department.

This class was chosen as the research subject because based on the previous observation, the students in this class have some problems in learning English. One of the problems was that which dealt with the writing skills.

D. Instrument of the Research

1. Observation checklist

It used to check the application of the picture series as a media in the teaching and learning process. The observation checklist would be completed by putting a tick to statements of the teaching and learning process which had been done.

2. Students' writing tasks

Students' writing tasks were used as media to get information about students' writing ability after the picture series as media would be given on students' writing whether or not there would be improvement of students' writing ability.

E. Data Collection Techniques

The data in this research consist of quantitative and qualitative data. The quantitative data presented in the score of students. The qualitative data acquired through classroom observations, documentations and interviews. The data from observations were transformed into field notes and recorded data from interviews transformed into interview transcripts. Hence, the data were in the form of field

notes, interview transcripts, and documentations. The data gathered was used as the source for formulating the selected problems. Then, the researcher with the collaborator planned, implemented, and evaluated the actions

In the reconnaissance stage, the researcher conducted a classroom observation and interviewed the English teacher and students to gather information about their difficulties in the teaching and learning process. In the planning stage, the researcher interviewed the English teacher to discuss the problems solved and decided the actions to be implemented. In the action stage, the researcher held classroom observation and interviews. She interviewed the English teacher as the collaborator to find out her opinion about the implementation. She also interviewed the students to get the data about their opinion about the action. Besides, she gave students a writing test in the end of each cycle to find out any improvement in their writing, and she also recorded students' activities through documentation. The documentations were in the form of photographs taking and documents collecting. Thus, the documentations were in the form of photographs, samples of students' writing task, course grids and lesson plans. To get those data, the researcher collected the data by using some data collection techniques as follows.

a) Classroom Observation

The researcher and the collaborator observed the teaching and learning process in class VIIIB to get information needed in the next action plan in this research. Everything related to the students' behavior in learning writing, the

teacher's action in the class, and problems related to the teaching-learning process would be noted.

b) Interviews

To get the data related to the teacher and students' behavior while and after the action was implemented, the researcher conducted interviews to the collaborator and the students of class VIIIB. The interview guideline helped the interviewer focus on the conversation on several items.

c) Photographs Taking

The researcher took some pictures while the teaching and learning process was running. The photographs would be taken to support the data. According to Burns (1999:101) photographic data hold promise as a way of richly illuminating numerous aspects of the classroom quickly and relatively inexpensive and providing new angles on the context being researched.

The collected data would be used as the sources to evaluate and reflect the research cycle. The descriptions of all the data collection techniques in this study are presented below

Table 1: Data collection techniques and instruments

No	Data	Instruments	Techniques
1	Classroom teaching and learning process	Observation checklists Interview guideline	Interview Observation
2	Problem selection and action would be implemented.	Interview guideline	Interview
3	Implementation of picture series	Field notes Interview guideline	Observation Interview
4	Improvement in students' writing skill	Documentation Writing rubric	Writing task Documentation

F. Techniques of Data Analysis

The data of the research which were observation results and interview transcripts would be analyzed based on the qualitative data analysis as proposed by Miles and Huberman (1994). The qualitative data would be analyzed in three steps. The first step was by collecting all the data such as interview transcripts and field notes. Then, the second step was data reduction. In this step, the researcher selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. Then, the next step was data display. The data that would be reduced then organized and compressed. The data display of this research was in the form of text; field notes and interview transcripts.

In addition, to analyze the quantitative data, the researcher which was in the form of students' writing performance task scores, the researcher used a writing rubric adapted from Jacobs et al. in Weigle (2002: 116). The rubric provides five aspects of writing namely content, organization, vocabulary, language use, and mechanics in which each of them is scaled from 1 to 4. Hence, the maximum score is 20, while the minimum score is 5.

By looking to the highest score (X_h) and the lowest score (X_l) above, the formulation of the ideal mean (X_i) and the ideal standard deviation (σ_i) can be seen below:

—

$$X_i = \frac{X_h + X_l}{2}$$

$$\begin{aligned}
 &= \frac{20+5}{2} \\
 &= 12,5 \\
 \sigma_i &= \frac{Xh - \overline{Xi}}{3} \\
 &= \frac{20 - 12.5}{3} \\
 &= 2,5
 \end{aligned}$$

The result of the ideal standard deviation is used to make a conversion table to score students' writing skills. There are six categorizations namely excellent, very good, good, fair, poor, and very poor. The conversion table is shown below.

Table 2. The Categorization of the Students' Writing

No	Class Interval	Categorization
1	17.5 – 19.9	Excellent
2	15.0 – 17.4	Very good
3	12.5 – 14.9	Good
4	10.0 – 12.4	Fair
5	7.5 – 9.9	Poor
6	5.0 – 7.4	Very poor

G. Validity and Reliability of the Data

To make the data valid, the researcher used five kinds of validity. The data validity of this research is based on Anderson et al in Burns (1999: 161). They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

1. Democratic validity was to the related existence of collaboration among research members in giving their perspectives in the research. the researcher interviewed the students and discussed with the teacher to find the problem to be solved.
2. Process validity was the actions that were done in the research are believable. To get process validity, the researcher observed the classroom activity, interviewed the teacher and the students, and had a discussion with the teacher.
3. Catalytic validity was related to the extent to which the research allowed participants changes and how they could make the next changes. To fulfill the catalytic validity, the researcher asked the students and the teacher's response after the implementation of the actions.
4. Dialogic validity was the researcher always had dialogues with the collaborator. To get dialogic validity, the researcher asked the English teacher to act as an observer during the implementation of the action.
5. Outcome validity related to the notion of the outcomes which was successful or unsuccessful. To fulfill the outcome validity, the researcher was not able to solve the problem only, but also constructed new questions related to the research.

Meanwhile, the reliability of the research was gained by giving genuine data such as the field notes, students' writing tasks, and interview transcripts. To gain the trustworthiness, the researcher used triangulation. According to Burns (1999:163), the aim of triangulation is to gather multiple perspectives on the

situation being studied. Burns also adds there are four different ways of triangulation. Those are described as follows.

1. Time triangulation: data collected at one point in time (cross-sectionally) or over a period of time (longitudinally) to get a sense of what factors will be involved in change processes.
2. Space triangulation: data would be collected across different subgroups of people.
3. Investigator triangulation: more than one observer would be used in the same research setting.

H. Procedure of the Research

There are four steps in action research that are suggested by Kemmis and Mc Taggart in Burns (1999:33). They are thematic concern-Reconnaissance, planning, action and observation, and reflection. Each step in action research is described below.

1. Determining the Thematic Concern-Reconnaissance

The researcher conducted the reconnaissance step to find out information concerning students' writing ability. To gather the data, the researcher interviewed the English teacher first. Then, she conducted a classroom observation of the writing teaching and learning process of VIIIB. She identified the problems in VIIIB students writing skill. In addition, the researcher also interviewed the students to find out their difficulties in learning English.

Those steps would be done in order to fulfill the democratic validity. Every participant would be given the benefits to share their opinions, feelings, and

expectation during the research. After that, the researcher with the collaborator analyzed the problems which existed and classified them based on their urgency scale of priorities to be solved and finally, the researcher made next planning

2. Planning

After the researcher and the collaborator identified the problems, they made the plan of the actions to be implemented in order to solve the low students' writing skills. The researcher tried to improve the students' writing recount texts ability of the students VIIIB of MTs Ma'arif Selomerto in the academic year of 2012/2013 through picture series.

In this research, the researcher implemented two cycles. Each of cycle consisted of two meetings, so the action would be implemented in four meetings. However, before conducting the research, the researcher made the course grids, lesson plans and other instruments for the research.

3. Action and Observation

After the planning is agreed on, the actions would be implemented in the class. The actions would be implemented in two cycles as stated in planning stage. Cycle I was conducted in two meetings and Cycle II was conducted in two meetings. Thus, the action was conducted in four meetings. In Cycle 1 until 2, the researcher and the collaborator decided to teach about recount text.

The researcher and the collaborator observed and took notes of anything that happened in the class. After that, the researcher interviewed the students and the teacher as a collaborator to find out the implementation of the picture series in

writing recount. Hence, the data collection technique used was filling the observation checklist, and taking photographs.

To fulfill the process validity, the researcher examined the data and identified it. It was supported by some data sources that showed the process which was valid. In addition, to assess the catalytic validity, the researcher gave the opportunities to the teacher as a collaborator and the students to give their responses.

4. Reflection

After the researcher conducted the actions completely, the researcher and the collaborator conducted reflections. They evaluated the implementation of the picture series. It would be done to find out whether the actions were successful or not. If the actions carried out were successful, the researcher and the collaborator would be continued to implement those actions by giving a different topic to the students.

There were the indicators that indicate the actions were classified as a successful action. They were

1. The students were able to generate the ideas.
2. The students were able to organize the paragraph well.

However, if the actions were unsuccessful, the researcher and the collaborator would try to find the suitable actions to use the picture series in teaching writing recount texts.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents a discussion on how picture series are conducted through cycles to improve students' writing skills. It elaborates the findings of the research conducted in Cycle 1 and Cycle 2. Each cycle in this research consists of planning, action and observation, and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the processes are presented below.

A. Research Findings

1. Identification of the Field Problems

To identify the problems in the field, the researcher made a preliminary observation. The researcher interviewed the teacher and the students of VIIIB and observed the teaching learning process of VIIIB. Based on the classroom observation, then, the researcher presented a vignette which explains the process of English teaching and learning.

Vignette: writing teaching and learning process

Place: VIIIB of MTs Ma'arif Selomerto

Date: Monday, 10th December 2012

The class was begun at 06.55 am. The students were very noisy when the teacher came to the class. Most of them had not been ready to study yet. They were still busy with their own activities such as talking and playing games with their friends. On their desk, there was no book although English was the first subject.

The class was quiet when the English teacher opened the class. Then, she greeted the students and asked them to pray together. The leader of the class led it by using English. Then, she checked the students' attendance. She called them one by one. All students came to the class but there was a student who came late.

Then, the teacher asked the students about the material. The students answered the questions. Afterwards, the teacher wrote the pattern of descriptive text. The students paid attention to the teacher, however there was some students were noisy. Then, the teacher asked them to write descriptive text in the small group. The theme was their favorite artist.

After 20 minutes, the teacher asked one group to present their work but they were shy. After that, they wrote their work on the whiteboard. The other students gave a command to their friend's work. The student who wrote on the whiteboard gave the wrong answer. Then, the teacher asked the class about the answer. Some students made mistakes in vocabulary usage, agreement, and punctuation. In addition, they also could not develop ideas well by getting stuck in the ideas generation phase. They had difficulties to write a simple good paragraph and even a good sentence.

The class must be finished at 08.40 but the teacher finished the class at 08.20 because she wanted the researcher to introduce herself to the students.

Then, the researcher introduced herself and asked the students why English is difficult to learn. Some students said that they did not know the meaning of the words and confused how to write in English. After that, the researcher asked the

Based on the vignette above, the researcher and the English teacher discussed some problems that were found. Those problems are presented in the following table.

Table 1: **Problems in the English teaching-learning process in Class VIIIB, MTs Ma'arif Selomerto**

No	Problems	Codes
1	The students were not ready to study.	S
2	When the teacher was explaining materials, some students were busy with their activities.	S
3	The students were noisy in the class.	S
4	The students had low vocabulary.	S
5	The students were lazy to bring the dictionary.	S
6	Some students were passive in the class.	S
7	The teaching and learning process lacked the use of learning media.	Med
8	Most students had difficulties in using the appropriate vocabulary.	S
9	Most students had difficulties in generating ideas.	S
10	Most students made mistakes in the grammatical features.	S
11	Most students did not pay attention to spelling, punctuation, and capitalization.	S
12	Most students had difficulties in organizing the paragraph.	S
13	The students had the difficulties in pronunciation.	S
14	The materials were taken from LKS and the course book.	M
15	The students had low ability in the writing skill.	S
16	The teacher did not use the school facilities such as the LCD or the tape recorder in the class.	T
17	The students were not interested to consult the dictionary.	S
18	The students asked their friends to answer the teacher's questions.	S
19	The students could not respond to the spoken language.	S

S: students T: teacher M: material Met: method F: facilities Tech:

Technique

From the list of the problems in the English teaching-learning process in Table 1, the problems were then categorized into three levels of difficulties, such as seriousness, urgency, and feasibility. Based on the seriousness level, the problems are listed below.

Table 2: **Problems of the seriousness level**

No	Problems	Codes
1	The students were not ready to study.	S
2	When the teacher was explaining materials, some students were busy with their activity.	S
3	Most students had difficulties in using the appropriate vocabulary.	S
4	Most students had difficulties in generating ideas.	S
5	Most students made mistakes in the grammatical features.	S
6	Most students did not pay attention to spelling, punctuation, and capitalization.	S
7	Most students had difficulties in organizing the paragraph.	S
8	Some students were not confident.	S
9	The students asked other students to answer the teacher's questions.	S
10	The teaching and learning process lacked the use of learning media.	Med
11	The materials were taken from LKS and course book.	M
12	The teacher did not use the school facilities in the class.	T
13	The students were noisy in the class.	S
14	The students were passive in the class.	S
15	The students had low ability in their listening skill.	S

S: students T: teacher Met: method Med: Media

Table 3. **Problems by the urgency level**

No	Problems	Codes
1	The students were lazy to bring and consult the dictionary.	S
2	Most students had difficulties in using the appropriate vocabulary.	S
3	Most students had difficulties in generating ideas.	S
4	Most students made mistakes in the grammatical features.	S
5	Most students did not pay attention to spelling, punctuation, and capitalization.	S
6	The teaching and learning process lacked the use of learning media.	Med
7	Most students had difficulties in organizing the paragraph.	S

S: students Med: media

From the list of the problems above, the researcher and the English teacher discussed the feasibility of the field problems to be solved. The researcher and the English teacher then discussed which field problems related to the students'

writing ability which was feasible to be solved soon. There were three such problems:

1. The students had low ability in the writing skills.
2. The teaching and learning process lacked the use of learning media.
3. The students were passive in the class

Since those problems were categorized as the writing problems, the students needed activities which could improve their ability. They needed interesting and useful writing activities to solve the writing problems. Eventually, the researcher and the English teacher chose the picture series as a tool to solve those problems. This process is said to be valid since it was done in line with the concept of democratic validity in which the researcher worked collaboratively with the English teacher as the collaborator to determine the problems and find the solution.

2. Implementation of the Actions

a. Report of Cycle 1

The teaching and learning process in Cycle 1 was conducted in two meetings. In this cycle, the researcher and the English teacher tried to overcome the writing problem focused on generating ideas well by applying picture series.

1) Planning

In this stage, the researcher and the English teacher planned to improve students' writing skills. They planned some actions to be implemented. They are reported as follows.

a) First Meeting

In the first meeting, the researcher and the English teacher planned to:

(1) apply picture series

In this cycle, picture series were presented in the Modeling of the Text (MOT) and Joint Construction of the Text (JCOT) stage. Picture series of the recount were shown to the students to introduce them to the themes that were going to be presented. In this case, the students could centre their attention to the teaching and learning process. Picture series made the students active in the teaching and learning process. The example of flash cards can be seen in figure 2.



Figure 2. The example of picture series to attract the students' intention

(2) Apply small group work

Small group work was needed to make the students confident. It was applied in JCOT stage. For example, the researcher asked the students to do the

exercise such the students made the sentence. They should make groups of three. The students made their group by themselves. It made them work cooperatively with their partners, so their work would be maximal.

(3) Using classroom English

In this cycle I, the researcher used the classroom English expressions. The researcher as the teacher used greetings, leave-takings, and instructions in the classroom. In this cycle, the students were more familiar with the expressions which the researcher used in this Cycle. When the students were familiar with English, they could improve their confidence to speak English so they would have a chance to practice English. It meant that the students' listening and speaking skill also improve beside, their writing skill.

(4) Give the students' writing performance task

The writing test was given to the students to measure the students' achievement in writing class. The students should write in their work sheet based on the picture series that were given by the teacher. The students did the task individually. The researcher would correct the students' writing by using writing rubric. The students' writing analyzed to know the students' weaknesses, so the researcher knew what she did for the next cycle.

(5) Brainstorming

Brainstorming was a technique in teaching writing. In brainstorming, the students should classify what they would write by using 5W (what, who, why, when, and where). The students could write by using it. It liked the outline of the text. The researcher would give the brainstorming worksheet to the students to

make it easier. She made it by using computer and it was colorful. Therefore, it was expected that the students would not be bored during the lesson because the lesson did not monotonous.

b) Second Meeting

In the second meeting, the researcher and the English teacher planned to:

(1) apply picture series

Picture series were used to attract the students' minds and attention to get involved in the class activities. In this cycle, the picture series were presented in the Modeling of the Text (MOT) stage. In this case, the students could focus on the teaching and learning process. The example of picture series can be seen in the following figure.

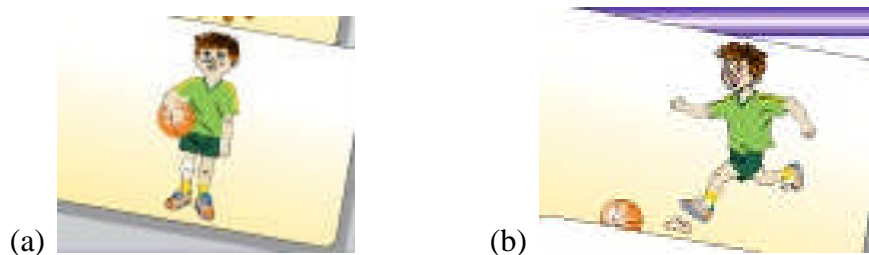


Figure 3. The example of picture series

(2) Apply game

In this meeting, the researcher planned to apply "hoping sentences" game. The students should arrange the jumbled words into a good sentence. They worked in small groups. The group which could arrange the word into a good sentence faster than other was the winner. The game would make the students

enjoy the lesson. As we know that, game had many benefit for the students when the teacher applied it. One of the benefit of game was it could energize the students. They was learning and playing in the same time.

(3) Give the students' writing performance task

The writing test was given to the students to measure the students' achievement in the writing class. The students should write in their work sheet based on the picture series that were given by the teacher. The students did the task individually. They wrote in the worksheet that was given by the researcher. It was applied in Independent Construction of the Text in the second meeting. By using it, the researcher would know the students' writing ability after the implementation of the picture series.

(4) Apply group work

Group work was also applied in this meeting because by using group work, the students could learn from their partner and they also felt confident. Group work was applied in Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT). It was expected that the students enjoyed the lesson. When they enjoyed the lesson, they would learn more. The "Hoping Sentence" game also used group work. Here, the researcher asked the students to make group of three. She applied small group because she wanted the students to learn from the researcher and also their group partner.

2) Action and Observation

The teaching and learning process in Cycle 1 was carried out twice i.e. on April 30th and May 4th, 2013. The schedule of Cycle 1 can be seen in the table below.

Table 4. The schedule of Cycle 1

Meeting	Date	Time	Material
1	April 30 th , 2013	2x40 minutes	Recount text
2	May 4 th , 2013	2x40 minutes	Recount text

The teaching and learning process in Cycle 1 which was conducted in two meetings is discussed as follows.

a) First Meeting

The first meeting was held on April 30th, 2013. It was done in the VIIIB classroom starting from 07.00 to 08.20 a.m. The researcher acted as a teacher, while the English teacher became an observer.

The researcher opened the lesson by greeting the students by saying “*hi class? How are you today?*”. Then, she checked the student’s attendance one by one and introduced herself. After that, she asked the students some questions related to the topic.

The researcher gave the students recount text in the form of picture series and asked the students about recount ‘*do you know what recount is?*’. Some students answered the researcher’s questions. Next, the researcher asked the

students to analyze the text together with the teacher. The students answered the researcher's questions. It can be seen in the data below.

R: Researcher	Ss: Students
<p><i>R memulai pelajaran dengan memberikan contoh recount text kepada Ss. Lalu R bertanya pada Ss tentang recount text "Do you know what it is?" Beberapa Ss menjawab pertanyaan R "yes Miss. Itu tentang pengalaman ". R lalu memberikan contoh recount beserta dengan picture series nya. Ada beberapa Ss yang berceloteh "gamabare apik yo?"</i></p> <p>-----</p> <p>-</p> <p>Then, R continued the lesson by asking "do you know what recount is?". Some Ss answered "yes Miss. That is about past experiences". Afterwards, R gave the example of recount text in the form of picture series. Some Ss were enthusiastic and said, "the picture were funny".</p> <p style="text-align: right;">(Field Note 6, April 30th, 2013)</p>	

Next, the researcher asked the students to analyze the text together with the teacher. After that, the researcher explained about recount text such as grammatical features and tense that was used in recount. There were some students who were busy with their activity. Then, the researcher asked the students if they had the difficulties and there was a question.

Afterwards, the researcher asked the students to play "Hoping sentences" game. The researcher explained the rules of the games to the students. They should do the game in small group. The group that could arrange the jumbled words into a good sentence as fast as they could, was the winner. The lost team should sing a song in front of the classroom. The researcher monitored the students.

Then, the researcher asked the students if there were questions but the students said there was no question. The researcher continued the lesson by giving picture series to the students. Next, the researcher asked the students to make a group of three. The students looked very enthusiastic. After all group got the picture series, the researcher asked the students to write sentences based on the picture series. Then, the students discussed their work together.

For the last activity, the researcher asked the students to continue their work. The students should write a paragraph individually in the worksheet. After they finished their work, the researcher asked the students to submit their work. Then, the researcher asked the students difficulties but there was no students' question, so the researcher closed the lesson by concluding the lesson that had learnt today. After that, the researcher previewed to the next material. Then the researcher closed the class by saying good-bye to the students.

b) Second Meeting

The second meeting was done on May 4th, 2013. It was done in the VIIIB classroom starting from 11.30 to 12.40 p.m. The researcher acted as the teacher and the English teacher became an observer.

The researcher opened the lesson by greeting and leading a prayer. Then, she checked students' attendance. After that, she asked the students some questions related to the topic. Then, the researcher gave the example of recount text to the students and asked the students about recount to remind the students. It can be seen in the following data.

R: Researcher Ss: the students

R kemudian memberikan contoh recount kepada Ss “Now, I have an example of recount. You can study it”. Lalu Ss mempelajari text tersebut. R kemudian bertanya, “do you know what the text about?”. Ss menjawab, “ Yes, this is about past event Miss”. R lalu bertanya, What is the pattern?”. Ss dengan keras menjawab “past tense”. Kemudian R kembali menjelaskan tentang recount.

Then, R gave the example of recount to the Ss “Now, I have an example of recount text. You can study it”. Afterwards, Ss studied the text carefully. R asked, “do you know what the text about?”. Ss answered “yes, it is about past event Miss”. R also asked “what is the pattern?” Ss answered “past tense Miss” loudly. Then, R explained again about recount.

(Field Notes7, May 4th, 2013)

The researcher continued the lesson by asking the students to work in pair, then, the researcher gave a set of picture series and brainstorm-sheet to the students. They looked very enthusiastic to see the pictures. They should brainstorm the picture series on the worksheet. After that, the students should write a paragraph based on their brainstorm-sheet but it was individually task. It can be seen in the following data.

R: Researcher Ss: the students

R melanjutkan lagi pelajaran dengan meminta Ss untuk bekerja dalam kelompok yang terdiri dari 2 Ss. Kemudian R memberikan picture series kepada Ss. Ss kelihatan senang. Ada Ss yang tertawa sambil bicara menanggapi gambar tersebut “wah...gamabare lagi adus”.

Then, R continued the lesson by asking Ss to work in pair. After that, R distributed the picture series to the students. They looked enthusiastic. Some SS gave opinion “the picture was taking a bath”.

(Field Notes7, May 4th, 2013)

After the task was collected, the researcher asked the students asked the students whether there were any difficulties during the lesson. Because the

students did not have any difficulties, the researcher reviewed the lesson which had been studied. Subsequently, she asked the students to study the next lesson

The teaching and learning process of the two meetings can be said to be valid because it was done in line with the concept of process and catalytic validity. The process validity was fulfilled by data which were gathered through observation, interview, and discussion with the collaborator. It was supported by some data sources, such as field notes, interview transcripts, and samples of students' works that showed the process was valid. In addition, the catalytic validity was fulfilled by the chance given to the students and collaborator to give their response dealing with the action implemented. Besides, the result of the action is reliable because it is in line with the concept of time triangulation.

3) Reflection

The reflection which is needed to evaluate the actions implemented in Cycle 1 was based on the observations during the teaching and learning process. Based on the results of observations which were done through writing in the form of field notes, interview transcripts, and samples of student's listening test, the researcher elaborates the improvements and weaknesses of Cycle 1.

a) Picture series

Based on the observation, picture series in Cycle 1 were successful as the main activities to improve the students' writing skills. Those were implemented in the MOT, JCOT, and ICOT stages. In this cycle, picture series were used for explaining materials in each meeting.

Picture series were simply used as media in teaching and learning activity especially in teaching writing. It was because the picture series could give the clues to the students about what would they write. The students also were motivated because the picture colorful.

The use of picture series were successful in the teaching writing because those picture series could improve the students' participation. The students' were enthusiastic to write what they saw in the pictures. Picture series also could attract the students' intention during the teaching and learning process.

By applying picture series, the students were enthusiastic in learning the materials and doing the task. It can be proven from these following data.

(4:01) R : *Menurut kamu belajar menggunakan picture series menarik tidak?*
(‘Did you like having a lesson using picture series?’)

Ss : **Menarik**
(‘That was interesting’)

R : *Ada kesulitan tidak saat kalian menulis bahasa Inggris?*
(‘Do you have difficulties when you are writing in English?’)

Ss : *Yes Miss. (S03)*
(‘Yes Miss, we have’)

R : *Kesulitannya apa?*
(‘What is that?’)

Ss : *Kata kerjanya itu lo. Mesti salah terus.*
(‘That is about verb. We always write the wrong one’)

R: Researcher Ss: Students (Interview1, May 7th, 2013)

(4:02) R : *Menurut kamu apakah penjelasan tentang materi tadi sudah jelas apa belum?*

(‘In your opinion, was the explanation about the material clear or not?’)

Ss : *Sudah (bersama-sama)*
(‘yes, it was clear’)

R : *Apakah kamu senang belajar memakai picture series?*
(‘Did you like having a lesson using picture series?’)

Ss : *Sangat senang.*
InsyaAllah senang mbak. (S5)
(‘I was very Fun.’) (‘InsyaAllah I was fun Miss’). (S5)

- R : *Kenapa?*
(‘Why?’)
- Ss : *Karena sudah ada petunjuknya mau nulis apa. Terus gambarnya juga bagus*
(‘Because we got clues about what we write. And those picture series were interesting’)
- R : *Apakah kamu merasa terbantu saat belajar dengan menggunakan picture series?*
(‘Did the picture series help you when you learned English?’)
- Ss : *ya. Karena hepi*
(‘yes’) (‘Because I was happy’)(S21)

R: Researcher Ss: Students (Interview 2, May 7th, 2013)

- (4:03) R : *Bagaimana menurut ibu tentang action di kelas tadi?*
(‘What was your opinion about the action that were implemented in the class?’)
- ET : *Sudah bagus mbak. Siswa sangat relax dan aktif saat kegiatan belajar mengajar. Jadi menurut saya games nya ya..sudah efektif mbak.*
(‘In my opinion, they were good Miss. **The students were relaxed and were active in the teaching and learning activities.** So, I think those picture series were effective to be applied.’)
- R : *Kalau aktivitas nya gimana bu? Menarik atau tidak?*
(‘What were about the activities Mam? **Were they interesting or not?’)**
- ET : *Oh..menarik mbak. Apalagi yang game apa ya yang kemarin itu.hem...hoping sentence. Itu menarik sekali, seluruh anggota kelompok harus menyusun kalimat secara cepat. Lucunya yang kalah harus nyanyi.*
(‘**Oh...they were interesting Miss**, especially the game that used yesterday. Hem....That was Hoping sentence game. That was very interesting, all students group should arrange the jumbled words into a good sentence. That was funny because the groups that lost should sing.’)
- R : *Oh iya bu, itu seru sekali. Lalu bu, bagaimana dengan kemampuan writing skill siswa dibandingkan sebelum menggunakan picture series?*
(‘Oh yes Mam, that was very fun. Then, **how was about the students writing skill in comparison before and after picture series were implemented?’)**
- ET : *Ha..jelas meningkat mbak. Mereka sudah tidak bingung lagi. Walaupun, masih ada beberapa siswa yang masih belum terlalu mau*

merespon instruksi guru atau teman mereka dengan cepat dan tepat. Masih mikir..mikir dan sedikit tanya teman satu meja.

(‘Ha....it improved Miss. They were not confused in writing. However, there were some students still were confused to respond the teacher’s instructions correctly. They still thought and asked their classmates.’)

R: Researcher Ss: Students (Interview1, May 7th, 2013)

b) Game

The game was quite successful as an additional technique in teaching writing. It could attract the passive students and made them enjoy the lesson. They also felt confident because in the “Hoping sentence”, they worked in small group. The researcher used this technique because there were few teachers who used it because they only think game could waste the time lesson.

However, it has a weakness. When the students played the game, they were very noisy because this was a competition game. They also made noise when they chose their partner. It can be seen in the following data.

R: Researcher Ss: the students ET: English teacher

R meminta untuk bermain games “*Hoping sentences*” game. Kemudian R memberikan aturan permainan kepada Ss. Pada games ini, Ss diminta untuk menyusun kalimat secara kelompok. Kelompok yang paling cepat menyusun kalimat langsung mengangkat tangan. Kelompok yang kalah harus menyanyi di depan kelas. Sebagian besar Ss antusias dalam permainan ini. R memandu mereka saat melakukan permainan. Tetapi saat memilih teman satu kelompok dan bermain game, Ss sangat rebut. Setelah permainan usai, R bertanya kepada Ss apa mereka menemukan kesulitan atau tidak. Mereka pun menjawab dengan suara keras “*Tidak Miss*”.

R asked the Ss to play “Hoping sentences” game. Then, R explained the rules of the game. Ss should arrange the jumbled words into a good sentence in a group. The group that faster in arranging the sentence should rise their hand up. The lost group should sing a song in front of the class. The most of Ss were

enthusiastic in this game. R only monitored the game. However, when Ss chose their partner and played the game, they were noisy. After the game finished, R asked Ss about the difficulties of the lesson. Ss answered “No Miss” loudly.

Field Notes 6, April 30th, 2013

c) The use of Classroom English

Using simple expressions as the English classroom language, such as greeting and leave-taking, was an effective way to support the success of the English teaching and learning mainly the writing skills. The researcher used classroom English in explaining the materials, greeting and leave-taking.

In greeting, the researcher asked the students condition by saying ‘*How are you today?*’ and they answered by saying ‘*I’m fine, thank you and you?*’ When the researcher showed picture series, she always asked the students about the picture. The researcher said ‘*students, what is it?*’, then they answered in English too. Sometime, they answered in Indonesia because they did not know those words in English. For example, the students could not mention the word ‘*sekolah taman kanak-kanak*’ in English so, they only said to the researcher ‘TK’. In that case, the researcher translated the word in English. For inviting questions, she used ‘*is there any question?*’ or ‘*any question so far?*’ The students usually answered by saying ‘*no.*’ To know the students’ readiness before playing games, the researcher used ‘*are you ready?*’ and ‘*Have you finished?*’ to know whether they had finished doing the tasks given or not. The students usually answered by saying ‘*yes*’ or ‘*not yet, Miss*’. Sometime, when the students had questions they

were raising their hand up. To check the students' understanding, the researcher used '*do you understand?*'.

When the researcher made the learning conclusion, she said to the students '*what have we learnt today?*'. The students also answered, '*we learned about recount text*'. The students also responded in English too when the researcher leaved the class by saying '*good-bye*'. It could be seen in the following field notes.

R: Researcher Ss: the students ET: English teacher

R memberi salam dan menanyakan kondisi siswa dalam bahasa Inggris dengan mengatakan '*good morning students*'. How are you today?'. Ss pun juga menjawab dengan bahasa Inggris dengan lantang dengan mengatakan '*I'm fine thank you and you?*'. R kemudian mengecek presensi Ss. R memanggil nama Ss satu-persatu. Sedangkan ET bertindak sebagai *observer*. R mengulas kembali materi yang telah diajarkan pada pertemuan sebelumnya.

R greeted and asked the students' conditions in English by saying '*good morning students*. How are you today?'. Ss also answered by saying "*I'm fine thank you and you?*" loudly. After that, R checked the students' attendance by calling the students one by one. On the other hand, ET acted as the observer. R reviewed the materials.

(Field Notes 7, May 7th, 2013)

However, some students did not respond to the researcher because they did not know how to respond to her. It was caused by some students were shy when they made mistakes. Although they had already known the expressions that were used by the researcher they had never implemented them in the classroom before. Therefore, it was needed to be implemented in every meeting to make the students more familiar with the expressions.

d) Small group work

The small group work was applied in Modeling of the Text (MOT) and Joint Construction of the Text (JCOT). The application of group work in this cycle was effective because the students could discuss with their partners when they met difficulties. Each group consisted of four students. They chose their partner by themselves. It made they can work together well because they chose their best friends in the class. The students were also confident to perform their group results in the class.

On the other hand, when the researcher asked the students to make their groups, they were very noisy because they wanted to make their own groups. They shouted to the friends who were not sitting near him or her. It disturbed the other classes near VIIIB. The small group work was also wasting the time because the students did not want the researcher made their groups.

However, there were still some weaknesses in Cycle 1 related to the researcher's explanation. The researcher's explanation which was too fast can be seen from the following interview transcript:

(4:04) R : *Jadi bagaimana pendapat ibu tentang penerapan picture series di kelas?*

(‘So, what is your opinion about the implementation of picture series in the class?’)

ET : *Sejauh yang saya amati, mereka tertarik dan termotivasi untuk belajar. Mereka juga kelihatan lebih senang saat pelajaran dan tidak tegang. Tapi ini... masukan dari saya saja mbak, kalau pas menjelaskan jangan terlalu cepet tadi pas menerangkan saya rasa terlalu cepat.*

(‘As far as I observed, **they were interested and motivated to learn. They also seemed to be more fun when they learn and they looked more relaxed. However, your explanation was too fast.**’)

R : *O nggih,Bu, nggih. Besok saya usahakan lebih pelan lagi bu. Mm... niki hasil ujian mereka, bu.*

(‘Yes, Mam. Yes. Next time **hopefully I’ll try to explain more slowly Mam.** Mm... these are the listening test results, Mam.’)

R : Researcher ET: English Teacher (Interview 16, May 7th, 2013)

(4:05) R : ‘*Kalian terbantu tidak saat belajar menggunakan picture series?*’

(‘Did the picture series help you?’)

Ss : ‘*Terbantu mbak.*’(bersama-sama)

(‘**Those were helpful Miss.**’)

R : ‘*Kenapa?*’

(‘Why?’)

Ss : ‘***Karena menyenangkan mbak.***’(S02)

‘*gambaranya berwarna*’(S10)

(‘Because it was fun.’) (S02)

(‘Because the pictures series were colorful.’) (S10)

R : ‘*Ada kesulitan tidak saat belajar tadi?*’

(‘Did you have the difficulties?’)

Ss : ‘*Tidak mbak, cuma agak kecepeten mbak pas ngasih contoh dari instruksi-instruksi.*’(S02)

(‘**No Miss, but you were too fast in giving the example of the instructions.**’)

R : ‘*Oke deh, besok akan di pelanin pas ngasih penjelasan.*’

(‘Ok, I would explain slowly tomorrow.’)

R:Researcher Ss: the students (Interview 3, May 7th, 2013)

In addition, the weakness dealing with grammar mastery which made the students confused can be seen in the following field note.

Ss: the students R: the researcher

Salah seorang S bertanya, “Mbak verb itu apa?”. R menjawab “verb dalam bahasa Indonesia berarti kata yang maknanya melakukan sesuatu. Contohnya adalah makan, minum dan duduk seperti itu”.

One of the S asked, “What is a verb? Miss”. R answered “a verb is a word which means a word or group of words that expresses an action, an event or a state. For example, drink, eat and sit something like that”.

(Field Note 6, May 7th, 2013)

Furthermore, the weakness dealing with recognizing grammatical word classes and rules can be seen in the following in the interview transcripts below.

- (4:06) R : *Waktu kalian belajar writing tentang recount ada kesulitan tidak ya?*
 ('Did you have difficulties when you learned about learn recount?')
- Ss : *ehm...kalau saya sih tidak mbak.* (S31)
 ('ehm...I did not have difficulties Miss') (S31)
Kalau saya tentang kata benda sama kata kerja tadi mbak. (S22)
('I have Miss, that was nouns and verb Miss. Those made me confused.') (S22)
iya itu mbak. Bener-bener. Susah banget. (S6)
 ('Yes Miss, that was true. Those were very difficult.')
- R : *Oke deh dek*
 ('All right')

R: Researcher Ss: the students (Interview 3, May 7th, 2013)

- (4:07) R : *Menurut kalian apa kesulitan saat kalian belajar materi tadi?*
 ('What were your difficulties when you learned the materials?')
- Ss : *Itu mbak yang bagian kata kata kerja sama kata benda. Susah le ngapalke. Angel mbak.*(S12)
('That was about verbs and nouns Miss. They were difficult to memorize. Those were very difficult.') (S12)
- R : *Gitu ya...oke deh.*
 ('oke...Guys.')

R: Researcher Ss: the students (Interview 4, May 7th, 2013)

- (4:08) R : *Menurut kalian penjelasan tentang materi tadi sudah jelas belum?*
 ('Were the materials clear enough?')
- Ss : *Sudah jelas mbak (bersama-sama)*
 ('Yes, they were Miss.') (Together)
- R : *Ada kesulitan tidak saat belajar materi yang tadi?*
 ('Did you have the difficulties about the materials?')
- Ss : *'Ada mbak. Bingung sama kata kerja sama subjek nya.'*(S09)
('Yes, we had Miss. We were confused with the verb and the subject. So, we often opened the dictionary.')
- R : *Tapi tahu bagaimana menulis dalam bahasa Inggris?Ejaannya gitu?*
 ('But did you know how to write in English? What about speeling?')
- Ss : *Ya ada yang bisa ada yang tidak. Jadi buka kamus terus gitu.* (S09)

(‘Yes, there were still confused in such way. So, I always opened the dictionary.’)

Setuju mbak.(S25) (yang lain tertawa)

(‘I agreed Miss.’(S25) (All laughed together)

R: Researcher Ss: the students (Interview 5, May 7th, 2013)

(4:09) R : Menurut ibu materi tadi bagaimana bu?

(‘What did you think about the materials Mam?’)

ET : *Materi tadi memang cukup sulit mbak. Saya lihat tadi mereka masih bingung soal noun dan verb. Tapi sebagian sudah mengerti sih tadi saya perhatikan.*

(‘The materials were difficult enough. I saw the students were still confused with noun and verb. But most of them were understood’.)

R : *O..ya buk. Baik dipertemuan selanjutnya akan saya perjelas lagi di bagian itu terutama bagian tense.*

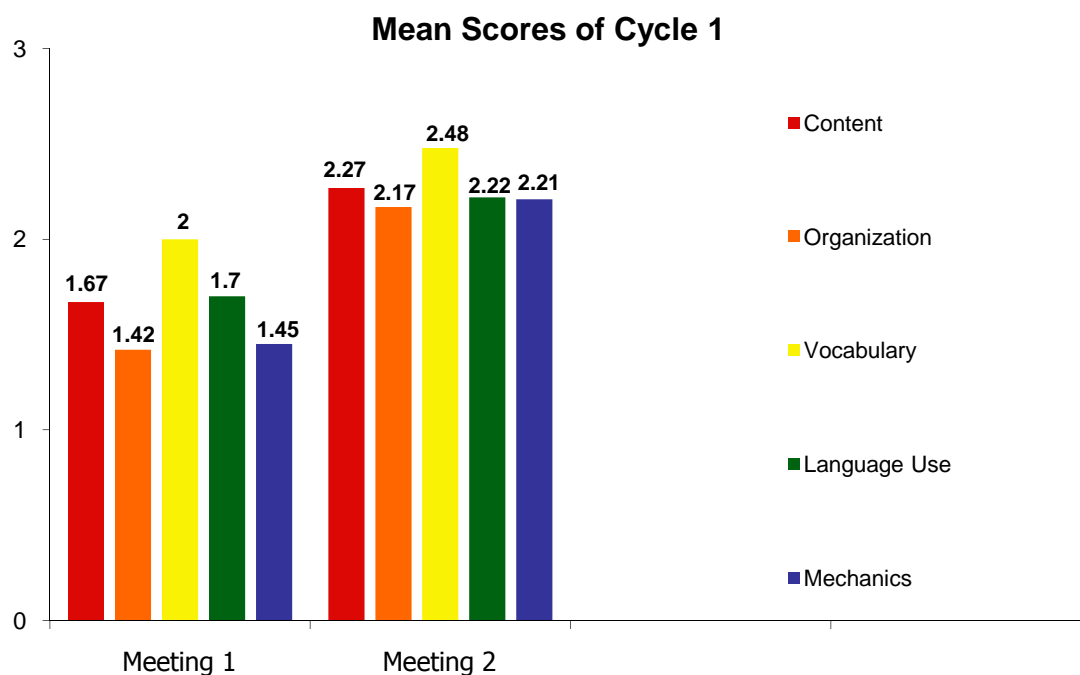
(‘O..yes Mam. In the next meeting, I will explain more in those parts especially in part of tense.

ET : Oh.....iya benar. Itu benar sekali.

(‘Oh...that was right. That was true.’)

R: Researcher ET: English Teacher (Interview 16, May 7th, 2013)

Therefore, there were some different achievements in the writing class. It can be seen from the students writing score which divided into five aspects. Based on the students’ score, the researcher then got the mean score in every meeting. It can be seen in the table as follows.



From the table above, the mean score of content in the first meeting is 1.67 and it improves in second meeting to 2.27. For organization, the mean score is 1.42 in the first meeting and it also improves 2.17. Next, the vocabulary's mean score is 2 in the first meeting and 2.48 in the second meeting. Language use in the first meeting is 1.70 to 2.22 in the second meeting. The last is mechanic, the mean score is 1.45 in the first meeting and it improves to 2.12 in the second meeting.

In conclusion, there were some improvements dealing with students' motivation and students' writing skills. However, there were still some problems emerged. Thus, the researcher and the English teacher decided to continue the cycle to solve the problems occurred and improve students' writing skills.

From the elaboration above, it can be inferred that the results of Cycle 1 are said to be valid because it is appropriate with the concept of process, dialogic, and outcome validity. It means that there are some improvements and weaknesses after the implementation of the actions which were supported by some data in the form of field notes, interview transcripts, and samples of students' works. Moreover, it also can be said that the results are said to be reliable because there were more than one observer in gathering the data. It is in line with the concept of researcher triangulation.

d. Summary of the Action of the Cycle 1

The following is the summary of Cycle 1 for Cycle 2 resulted from the discussion between the English teacher and the researcher.

Table 5. The summary of Cycle 1

Actions	Successful	Unsuccessful
Applying picture series as the main teaching activities in improving the students writing skill	The picture series were effective to improve the students' writing skill. The students could write a recount text based on the picture series.	The students were still confused in writing recount especially in using verb.
Applying game as additional technique in teaching and learning process	The game could make the students enjoy in learning writing. It also could make the students active.	Sometime, the students were noisy.
Using group work activity to make the students confidence.	That was the effective ways because the students worked cooperatively.	Sometimes, they were wasting the lesson time because the students wanted to choose their partners by themselves. The students were also noisy when they moved to their partner.

Using classroom English during the writing class	It was very helpful to familiarize the students with English especially in the spoken language.	The students were still confused with the researcher's talk when she said the English words or sentences.
--------------------------------------------------	-------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------

b. Report of Cycle 2

The teaching and learning process in Cycle 2 was conducted in two meetings. In this cycle, the researcher and the English teacher as the collaborator tried to overcome the problem focused on grammatical feature mastery.

1) Planning

In this stage, the teaching and learning process in Cycle 2 was divided into two meetings. In this cycle, the researcher and the collaborator administered three steps as discussed in the following section.

1) Third Meeting

In the third meeting, the researcher and the English teacher planned to:

(1) apply picture series

In this meeting, the researcher used the colorful picture series to introduce the new vocabulary to the students. Picture series also helped the students to imagine what they would write. They could see what the character in the pictures did and then, they wrote it. Picture series were also easy understood and were memorized by the students. The example of picture series can be seen below.

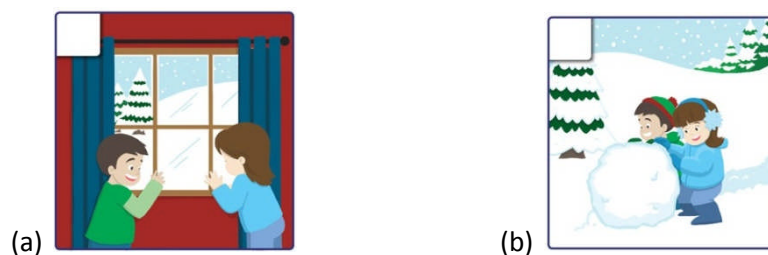


Figure 5. The example of picture series in the third meeting

(2) Apply group work

In this meeting, the researcher used group work in teaching recount. The students worked in a group of three in Joint Construction of the Text (JCOT) stage. The researcher applied this technique because the students could learn the material from one to another and also it could make them more cooperatively when they finished something.

(3) Using classroom English

The classroom English was maximally used in opening the lesson, closing the lesson, and giving explanation. The researcher would try to improve the communication with the students so that there were two ways of communication. She would also try to reduce the use of translation into *Bahasa Indonesia* when explaining the materials by using classroom English, it made the students more familiar with English especially how to pronounce the English words, so their listening skill improved then speaking skill.

(4) Give the students' writing performance task

The writing test was given to the students to measure the students' achievement in writing class. The students should write in their work sheet based

on the picture series that were given by the teacher. The task was individual task. The researcher corrected the students' writing by using writing rubric. The students' writing analyzed to know the students' weaknesses, so the researcher knew what she did for the Cycle II.

b) Fourth Meeting

In the fourth meeting, the researcher and the English teacher planned to:

(1) apply picture series

In fourth meeting, the researcher used the colorful picture series the Modeling of the Text (MOT) and Independent Construction of the Text (ICOT). In the MOT stage, the researcher showed the picture to the students from LCD. There were not only the picture series but it also showed the example of the recount in each picture.

Different from MOT stage, in ICOT stage, the researcher gave the picture series for each student. They should write a recount paragraph based on the picture series. The researcher expected that the picture series would help the students to write a recount paragraph because they could imagine the characters and what they did.

(2) Apply group work

In this meeting, the researcher used group work in teaching recount. The students worked in a group of three in Joint Construction of the Text (JCOT) stage. The researcher applied this technique because the students could learn the

material from one to another and also it could make them more cooperatively when they finished something.

(3) Using classroom English

Classroom English was applied by the researcher to make the students familiar with English. The researcher used it in the opening, closing, and explaining the materials. The purpose of applying classroom English was the students would familiar with English in written and oral form. Here, the researcher would use the daily language that was used in their daily activity.

(4) Give the students' writing performance task

The writing test was given to the students to measure the students' achievement in writing class in end of this meeting. It would measure how they could get the material that was given by the researcher before. The students should also write in their work sheet based on the picture series.

2) Action and Observation

The teaching and learning process in Cycle 2 was carried out twice i.e. on May 7th and May 11th, 2013. The schedule of Cycle 2 can be seen in the following table.

Table 6. The Schedule of Cycle 2

Meeting	Date	Time	Material
3	May 7 th , 2013	2x40minutes	Recount
4	May 11 th , 2013	2x40 minutes	Recount

The teaching and learning process in Cycle 2 which was conducted in two meetings is elaborated as follows.

a) Third Meeting

The third meeting was carried out on May 7th, 2013. It was done in VIII B classroom starting from 07.00 to 08.20 a.m. The researcher acted as a teacher and the English teacher became an observer.

The researcher opened the lesson by greeting the students by saying “*Hi, students how are you today?*”. After that, she asked the leader of the class to lead a prayer. Then, she checked the students’ attendance by calling them one by one. After that, she asked the students some questions related to the topic by asking the students’ hobby when they were children. Then, the researcher gave the example of recount text to the students and asked the students about recount. Afterwards, the researcher explained to the students about recount text.

There was a good interaction between the students and the researcher in this stage. It can be seen from the following data.

R: Researcher

Ss: students

R kemudian memberikan contoh kepada SS. R bersama Ss mempelajari dan mendiskusikan text tersebut bersama-sama. S bertanya “ Miss saw itu gergaji to?”. R kemudian menjawab “iya ada yang artinya gergaji tapi ada juga yang artinya melihat. Saw disini bentuk kedua dari see. Jadi kalian harus hati-hati saat menulis ya. Karena satu kata bisa mempunyai arti lebih dari satu. “Do you understand?”. Ss menjawab “Yes, Miss”. R juga meminta Ss membuka kamus jika tidak tahu artinya “you should open your dictionary if you do not know the meaning”.

(After that, R gave the example of the recount text with Ss. R and Ss studied and discussed it together. S asked “Miss does saw mean gergaji?”. Then, R answered “here, saw is the verb 2 which means look something. So, you should be careful when you write something. Because a word in English has more than one meaning. Do you understand?”. Ss answered “Yes, Miss”. R also asked SS to open their dictionary when they do not know the meaning)

(Field Notes 8, May 7th, 2013)

Then, the researcher gave another picture series to the students. After all picture series were distributed, the researcher asked the students to make group of three. They should make a good sentence based on the picture and also used the appropriate verb for each picture. Next, the researcher discussed the answer together with the students.

The researcher asked the students' difficulties. There was no question from the students, then, the researcher gave the last activity to the students. That was the students' writing performance task. The students should write a paragraph based on the picture series that were given by the teacher on the writing worksheet individually. After the students finished their work, they submitted to the researcher.

After that, the researcher asked the students whether there were any difficulties during the lesson. Since the students did not have any difficulties, the researcher reviewed the lesson which had been studied also previewed the next lesson and closed the lesson.

b) Fourth Meeting

The third meeting was carried out on May 11th, 2013. It was done in VIII B classroom starting from 11.30 to 12.45 p.m. The researcher acted as a teacher and the English teacher became an observer.

The researcher opened the lesson by greeting and asking the leader to lead a pray. Then, she checked the students' attendance. The researcher also reviewed the previous materials. After that, the researcher asked the students related to the

topic that would be discussed that day. Next, the researcher distributed the picture series and asked them to analyze the paragraph. After they analyzed it, the researcher discussed it together with the students. The researcher also explained to the students all about recount. The students paid attention carefully to the researcher's explanation.

Afterwards, the researcher gave an exercise to the students to make sure they understood about the material especially verb. The students should change the verb which was still in verb 1 into verb two-form. After that, the researcher and the students discussed the right answer.

For the last activity, the researcher gave the last picture series. She asked the students to write a paragraph on the worksheet. She asked the students to write individually and seriously because it was the last activity. Next, the students submitted their work on the teacher's table. After that, the researcher asked the students whether there were any difficulties during the lesson. Since the students did not have any difficulties, the researcher reviewed the lesson and closed the lesson.

The teaching and learning process of the two meetings can be said to be valid because it was done in line with the concept of process and catalytic validity. The process validity was fulfilled by the data which were gathered through observation, interview, and discussion with the collaborator. It was supported by some data sources, such as field notes, interview transcripts, and samples of students' works that showed the process was valid. In addition, the catalytic validity was fulfilled by the chance given to the students and collaborator to give

their response dealing with the action implemented. Besides, the result of the action is reliable because it is in line with the concept of time triangulation.

3) Reflection

The reflection was needed to assess the actions implemented in Cycle 2. It was based on the observations during the teaching and learning process. Based on the results of observations which were done through writing in the form of field notes, interview transcripts, and samples of students' works, the researcher elaborates the improvements and weaknesses of Cycle 2.

a) Picture series

As indicated in Cycle 1, the application of picture series arise students' participation in the teaching and learning process. It could lead the students to focus on and pay attention to the materials delivered. Through picture series, the students also got the clues what they would write. It can be proven these following data.

R: Researcher

Ss: students

R kemudian memberikan contoh kepada SS. R bersama Ss mempelajari dan mendiskusikan text tersebut bersama-sama. S bertanya " Miss saw itu gergaji to?". R kemudian menjawab "iya ada yang artinya gergaji tapi ada juga yang artinya melihat. Saw disini bentuk kedua dari see. Jadi kalian harus hati-hati saat menulis ya. Karena satu kata bisa mempunyai arti lebih dari satu. "Do you understand?". Ss menjawab "Yes, Miss". R juga meminta Ss membuka kamus jika tidak tahu artinya "you should open your dictionary if you do not know the meaning".

(After that, R gave the example of the recount text with Ss. R and Ss studied and discussed it together. S asked "Miss does saw mean gergaji?". Then, R answered "here, saw is the verb 2 which means look something. So, you should be careful when you write something. Because a word in English has more than

one meaning. Do you understand?”. Ss answered “Yes, Miss”. R also asked SS to open their dictionary when they do not know the meaning)

(Field Notes 8, May 7th, 2013)

The implementation of picture series was also successful to improve the students' participation. The students participated actively during the teaching-learning process. The picture series made the students more motivated to learn and did the activities because they had fun and were excited. These can be proven by the following transcript.

- (4:10) R : Menurut kamu penjelasan tentang materi tadi sudah jelas atau belum?
 ('Was the explanation about the material clear or not?')
- Ss : Sudah (bersama-sama)
 ('That was clear')
- R : Apakah kamu senang belajar menggunakan picture series?
 ('Did you like to learn by using picture series?')
- Ss : Senang (S12). Hapi (S09)
 ('Yes, I did') (S12). ('I was fun') (S09)
- R : Kenapa?
 ('Why?')
- Ss : Karena menyenangkan dan mudah dimengerti. (S23)
 ('Because it was amusing and easy to understand')
- R : Apakah kamu merasa terbantu belajar menggunakan picture series?
 ('Did the picture series help you to learn English?')
- Ss : Iya mbak, materinya jadi mudah dimengerti mbak. (S31)
 ('Yes, it did Miss. The material was easy to understand Miss') (S29)
- R : Senang kalian belajar menggunakan picture series?
 ('Did you happy learn by using picture series?')
- Ss : senang mbak (bersama-sama)
 ('We were happy Miss') (Together)
- R : Apa kesulitan kalian saat menulis recount?
 ('What was your difficulty when you wrote recount?')
- Ss : Uda mudeng sekarang (S23)
 ('Now, I understood Miss') (S23)
- R: the researcher Ss: the students (Interview9 , May 11th, 2013)

(4:10)R : *Bagaimana pendapat ibu tentang penerapan picture series kemarin untuk mengajarkan writing kepada siswa?*

(‘What were your opinions about the implementation of the picture series in teaching writing?’)

ET: Sangat bagus mbak, bahkan lebih bagus dari pada yang kemarin mbak. Saya lihat mereka juga sangat aktif di kelas dan percaya diri waktu menulis menggunakan bahasa Inggris. Jadi picture series nya sangat membantu sekali.

(‘That was very good Miss even the previous cycle. I saw the students were also more communicative and confident when they wrote in English. So, the picture series were very helpful.’)

R: Oh....iya bu terima kasih. Lalu bagaimana dengan aktifitasnya b? menarik atau tidak?

(‘Oh...yes Mam, thank you. Then, how about the activities Mam? Were the activities interesting?’)

ET: Menarik Mbak. Aktifitas untuk tiap meeting tidak monoton itu-itu saja. Bagus. Mereka juga bekerja sama dengan baik dengan tim mereka.

(‘Those were very interesting Miss. The activities were not monotonous. That was good. They could work cooperatively with their partner.’)

R: the researcher Ss: the students (Interview 17, May 11th, 2013)

b) Group work

The group work was the supporting technique in teaching writing. It was applied in each picture series in this cycle. When the students worked together, they felt confidence because they were not shy to ask when they had the difficulties to their partner or to the researcher.

The researcher used two kinds of group work in this cycle. The first one was the small group. It was applied in the third meeting in the MOT stage. The second was pair work, it was applied in the last meeting. She also applied in the JCOT stage. The group was very successful to increase the students’ confidence and participation. They were very active during the lesson. They also could communicate effectively with their partners to finish their group jobs. It can be seen in the following data.

R: Resarcher Ss: the students

R lalu meminta Ss untuk membuat kalimat berdasarkan gambar yang sudah mereka dapatkan secara kelompok. R sendiri yang memilihkan partner tiap siswa. Ini supaya mereka tidak bising.

R asked Ss to write sentences based on the picture series that were given before in a group of three. R chose the team based on the seat. It made Ss were not noisy.

Field notes 8 (May 7th, 2013)

c. Using Classroom English

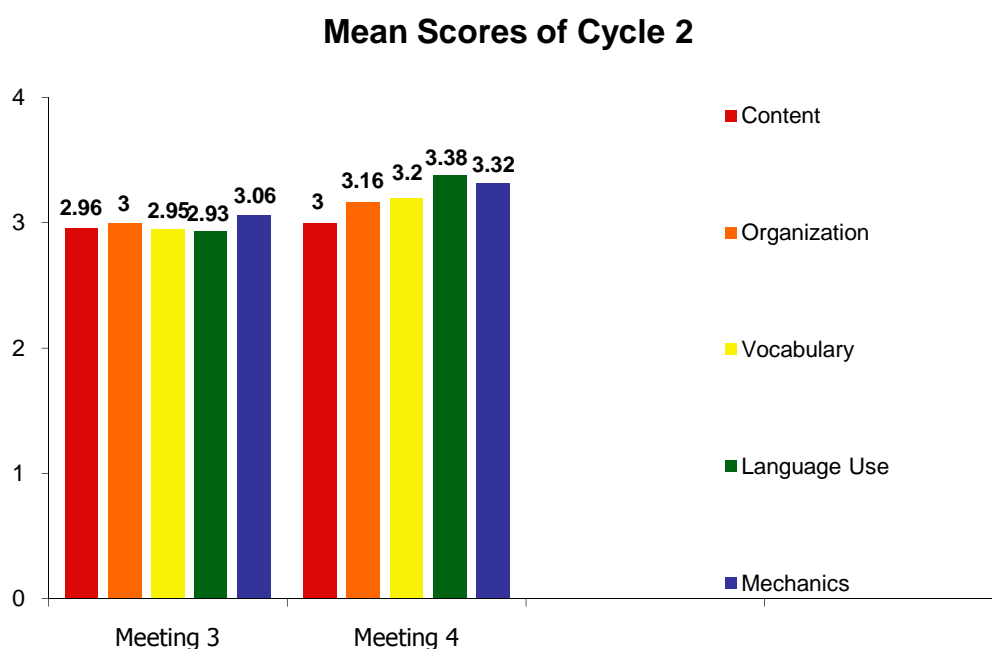
The researcher used classroom English in opening, explaining and closing the lesson. As long as the researcher did the actions in the class, the students showed the good responses to some English expressions given by the researcher. It was very an effective way to support success of the English teaching-learning mainly the writing skills.

In opening the lesson, the researcher greeted the students and checked the students' attendance by saying '*good morning students. How are you today? Who is missing today?*' The students also responded by saying, '*I'm fine thank you and you?*' The leader of the class also led the class to pray in English. He said '*Before we start our lesson today. Let's pray together. Shall we.*' Then, he said '*finish*' to end the pray.

When the researcher showed the picture series in front of the class by using the LCD, she used simple expressions such as '*Now, look at here. Do you know what the picture is? What she did?*' The students responded by saying 'Make snow-man Miss'

To close the lesson, the researcher also used classroom English. To make a conclusion of the lesson, she asked the students about the materials that have been learnt that day by saying, '*class, what have we learnt today?*' She also said, '*see you tomorrow and good bye*' when she leaved the class.

In addition, the result of this cycle related to the five writing aspects can also be seen from the chart below.



Based on the chart above, it can be seen that the mean score every aspect of writing in each cycle. The mean score of content in the third meeting is 2.96 and in the fourth meeting improves to 3. Then, the mean score of organization in the third meeting is 3 and in the fourth meeting is 3.16, the mean score for vocabulary is 2.95 and it improves to 3.20. After that, the mean score of language use is 2.93 in the third meeting and improves to 3.38 in the fourth meeting. Lastly,

for last aspect, the mean score is 3.06 in the third meeting and it improves to 3.32 in the last meeting.

From the explanation above, it can be inferred that the results of Cycle 2 are said to be valid because it is appropriate with the concept of process, dialogic, and outcome validity. It means that there are some improvements after the implementation of the actions which were supported by some data sources, such as field notes, interview transcripts, and samples of students' works. Moreover, it also can be said that the results are said to be reliable because there were more than one observer in gathering data. It is in line with the concept of researcher triangulation.

Based on the description above, it can be concluded that picture series could improve the students' writing skills. It could be seen from the students' writing scores. Picture series also could motivate the students more to learn writing and did the activities because those picture series made the students easier in writing a recount paragraph.

In cycle 2, the mean score in meeting 3 and 4 was improved for all aspects. By looking at the results showed in this cycle which had shown good improvements in students' writing skills, the researcher and the collaborator decided to stop the cycle.

3. General findings

Based on the reflection of Cycle 1, picture series were successful to improve the students' motivation and students' writing skills in the term of responding to spoken language. However, there were still some problems that

occurred dealing with the teaching-learning process. The students were confused to the part of speech such as verb and noun also the English tenses. Consequently, the researcher and the collaborator continued the cycle.

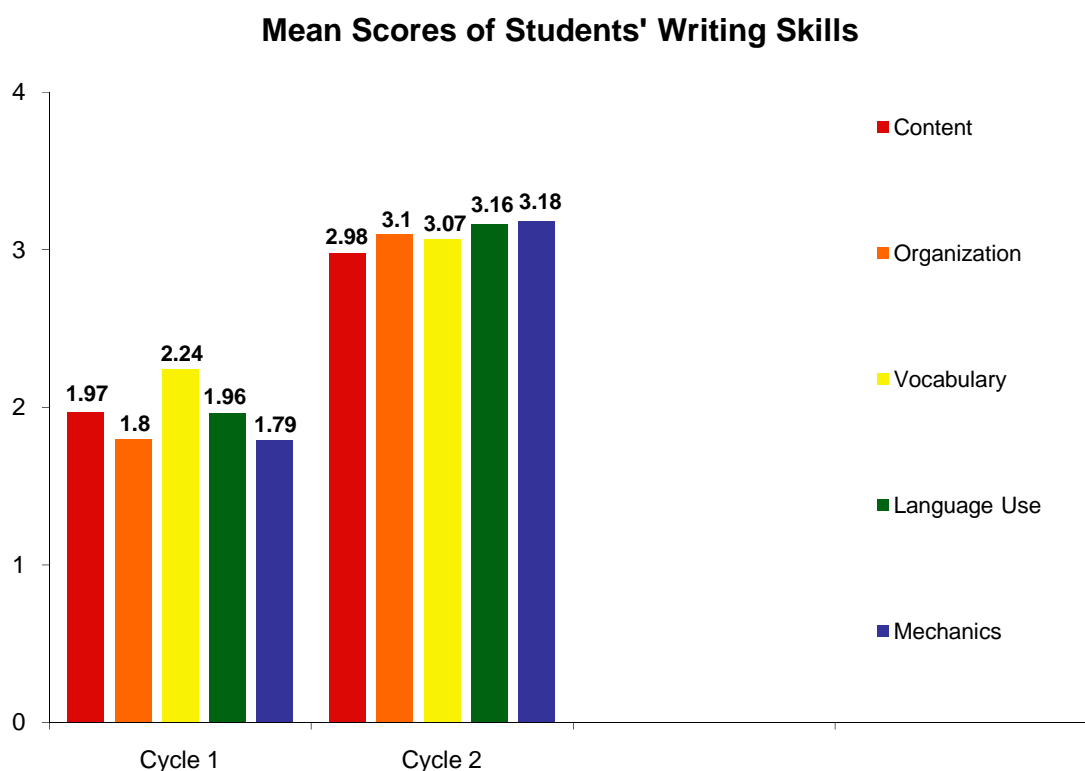
In Cycle 2, picture series were successful in improving the eighth grade students' writing skills of the recount text. Therefore, after the result of the last cycle had shown a good improvement in students' writing skills, the researcher and the collaborator decided to stop the cycle.

There were some differences between the condition before the actions and after the actions were conducted. The following is the summary of the changes which happened before and after the implementation of the picture series and its accompanying actions to improve the students' writing skills in the eighth grade.

Table 8. The changes (before and after the implementation)

Before actions were conducted	After actions were conducted	
	Cycle 1	Cycle 2
The students were passive in the class.	Most of the students were enthusiastic and active in doing the activities.	The students were active and felt confidence in writing recount
There was lack of media in teaching and learning activity especially in writing class	Picture series were used as media by the researcher in the teaching-learning process, so, the activities in the class more varied.	More varied picture series were applied, the students' writing ability improve.
The students had low ability in writing.	Picture series were successful to improve the students' writing ability because the students were fun and relaxed in the teaching-learning process. The students also could generate ideas well.	Since picture series were applied, the students' writing ability improved.

Meanwhile, the results of the quantitative comparison also show some improvement in the students' scores. In brief, the quantitative data can be seen in the following table which shows the mean scores in each cycle.



In Cycle 1, the average between meeting 1 and 2 is 1.97 for the content, 1.8 for organization, 2.24 for the vocabulary, 1.96 for the language use, and 1.79 for mechanic. It can be implied that the actions implemented in Cycle 1 were successful to improve students' motivation and students' writing skills in generating ideas. However, there were still some problems occurred dealing with the teaching-learning process and the students' grammatical features mastery. Consequently, the researcher and the collaborator continued the cycle.

In Cycle 2, the average between meeting 3 and 4 is 2.98 for the content, 3.1 for the organization, 3.07 for vocabulary, 3.16 for the language use, and 3.18

for the mechanics. It can be implied that the actions implemented in Cycle 2 were successful to improve students' motivation and students' writing skills in term of ideas generation and grammatical features mastery. Thus, the researcher and the collaborator decided to stop the cycle.

B. Research Discussion

As the final reflection, the researcher and the English teacher as the collaborator discussed the result of this research. They developed a conclusion that series can be the effective technique to help students in learning writing recount. In other words, picture series can improve students' writing skills. Therefore, after the result of the last cycle had shown a good improvement in students' writing skills, the researcher and the collaborator decided to stop the cycle. It can be seen from these data.

1. The Qualitative Data

The qualitative data were acquired from the observation in the form of field notes, interview transcripts, photographs, and samples of students' works. Those data gave the significant result of this research.

From the observation and interview at the reconnaissance stage, it can be implied that students assumed English as a difficult subject, especially writing. Since those problems occurred, the researcher and the English teacher decided to solve the problems by applying some strategic solutions. The solutions were by applying picture series in combination with game and brainstorming, and also by

arranging writing activities from the easier to more difficult level or from guided to free practice. The aim of this solution is to motivate students to do their writing well with enjoyment. Besides, they could change their assumption that writing was difficult.

Besides, the students had difficulties in using appropriate vocabulary, punctuation, and capitalization. They also had difficulties in generating ideas and organizing them into good paragraphs. Moreover, they had low grammar mastery. Therefore, the researcher and the English teacher agreed to implement picture series combined with group work. The aim was to solve the writing problems in terms of ideas, grammar mastery, and organization.

2. Quantitative Data

The quantitative data were acquired from the gain scores of the five writing aspects. However, to ease the interpretation, the researcher presents a conversion table consisting of six categories namely “very poor”, “poor”, “fair”, “good”, “very good”, and “excellent”. The table is presented as follows.

Table 10: Conversion table of students' writing scores

No.	Class Interval	Categorization	Frequency			
			Cycle 1		Cycle 2	
			1	2	3	4
1.	17.5 – 19.9	Excellent	0	0	0	3
2.	15.0 – 17.4	Very good	0	0	0	15
3.	12.5 – 14.9	Good	0	0	10	13
4.	10.0 – 12.4	Fair	0	0	6	0
5.	7.5 – 9.9	Poor	6	10	0	0
6.	5.0 – 7.4	Very poor	25	6	0	0

Based on the table above, it can be interpreted that in the first meeting, there were still some students who were in the “very poor” category, while in the second meeting, six students were in those categories. In the third meeting, there were 10 students who were in the “very good” category, yet in the fourth meeting, three of them were in that excellent category.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three sections namely conclusions, implications, and suggestions. The discussion of each part is presented below.

A. Conclusions

The research is about improving students' writing skills through picture series. In reference to the discussion in the previous chapter, it can be concluded that the use of picture series is believed to be effective to improve students' writing skills. To support this result, there are two kinds of data presented in this research. The first data are qualitative data; while another data are quantitative data.

Since picture series were used in the teaching writing, the students were enthusiastic in the class. In addition, picture series improved students' writing skills. By applying collaborative picture series, the students could generate ideas and apply grammatical feature mastery. In Cycle 1, the average between meetings 1 and 2 is 1.97 for the content, 1.80 for the organization, 2.24 for the vocabulary, 1.96 for the language use, and 1.79 for the mechanics. In Cycle 2, the average between meeting 3 and 4 was for 2.98 the content, 3.1 for the organization, 3.07 for the vocabulary, 3.16 for the language use, and 3.18 for the mechanics. It means that the students' writing skill improved.

B. Implications

The results of the research give some implications to the research members. The implications of the actions were as follows.

1. The application of picture series could improve students' motivation in their writing activities. It is because the use of picture series in the teaching-learning activities could increase students' enthusiasm. It implies that the English teacher can use picture series in order to improve students' motivation.
2. The application of picture series could improve students' writing. The picture series also motivated the students to be active learners. By applying picture series in small group, pair or individually, there was interaction between students and teacher and among the students. It implies that the English teacher can use picture series in order to promote interaction because interaction is one of the important aspects in language learning, teachers can use this activity to create classroom conditions which can support the efforts to attain a better result of learning.

C. Suggestions

After conducting this research, the researcher offers several recommendations for the English teacher, the students, and other researchers. The recommendations are presented below.

1. For the English teachers of MTs Ma'arif Selomerto

It is essential for teachers especially the English teachers in MTs Ma'arif Selomerto to improve students' writing skill. The teacher needs to use the

appropriate techniques which fit with the students' needs and the students' background in teaching writing. It is very useful for them in using picture series in teaching writing.

2. For the students

The students get a model how English should be written as they get input from writing. Picture series are one of the alternative ways to practice writing. It is because picture series can help students in generating ideas. It also can motivate the students to learn English more.

3. For other researchers

The results of this research are expected to encourage other researchers to conduct further study dealing with writing skills or picture series for other skills. Therefore, the other researchers who will conduct the similar research need to be prepared well.

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APPENDIX A

FIELD NOTES

Field Notes 1

Date : April 11th, 2013

Time : 10.00 a.m.-01.10 p.m.

R : Researcher

1.	R mengurus surat ijin penelitian dan observasi di Fakultas Bahasa dan Seni.
2.	R mengurus lembar pengesahan proposal penelitian.

Field Notes 2

Date : April 12th, 2013

Time : 09.00 a.m.-11.00 a.m.

R : Researcher

1.	R mengurus surat ijin penelitian ke Kantor Gubernur DIY, Kompleks Kepatihan, Danurejan, Yogyakarta.
2.	R menyampaikan tembusan surat ijin penelitian tersebut ke Gubernur DIY, Ka. Dinas Pendidikan Pemuda dan Olahraga Prop. DIY, Walikota Yogyakarta Cq. Dinas Perizinan, dan Dekan FBS UNY.
3.	Setelah menyampaikan ke Dinas Perizinan, R mendapatkan surat ijin baru yang harus disampaikan kepada BAPPEDA PemKab Sleman.

Field Notes 3

Date : April 13th, 2013

R : Researcher

Time : 09.00-9.50 a.m.

ET : English Teacher

Place : Teacher room,

Ss : Students

Headmaster room

H : Headmaster

1	R menemui H untuk menyerahkan surat ijin observasi untuk melakukan observasi dalam rangka melaksanakan penelitian di MTs Ma'arif Selomerto.
2	R menemui H untuk menyampaikan maksud kedatangannya sembari menyerahkan surat ijin observasi dari Fakultas.
3	H menanyakan konsep penelitian yang akan dilaksanakan. Kemudian, H menyetujui maksud dan tujuan R
4	H meminta R untuk ikut ke ruang guru untuk diperkenalkan dengan guru bahasa Inggris kelas VIII.
5	R menjelaskan konsep penelitiannya kepada ET. Lalu R dan ET berdiskusi bersama-sama tentang materi dan waktu observasi dan penelitian. Mereka sepakat untuk melaksanakan penelitian pada tanggal 30 April 2013
6	R mengucapkan terimakasih dan kemudian berpamitan.

Field Note 4

Date : April 14th, 2013

R : Researcher

Time : 06.50-08.50 a.m.

ET : English Teacher

Place : Teacher room,

Ss : Students

Classroom

1	R menemui ET di ruang guru.
2	Setelah bel masuk berbunyi, R dan ET masuk ke ruang kelas VIIIB
3	ET membuka pelajaran dan memberi salam, namun hanya beberapa Ss saja yang menjawab salam tersebut. Kemudian ET bertanya pada Ss tentang materi yang akan diajarkan. Setelah menerangkan, ET memberikan contoh pengucapan kata-kata yang terdapat dalam materi dan diikuti oleh Ss. Mayoritas Ss tidak bisa merespon apa yang dimaksud oleh ET. Kemudian setelah menutup pelajaran, ET menjelaskan bahwa R akan melaksanakan penelitian dan memohon kerjasama para Ss untuk tahap wawancara.
4	Setelah pelajaran usai, R mewawancarai siswa-siswa VIIIB.
5	Para siswa mengatakan bahwa mereka mengalami kesulitan dalam penguasaan kosa kata (<i>vocabulary</i>) dan tidak mengerti artinya dalam bahasa indonesia. Sehingga mereka banyak mengalami kesulitan dalam keterampilan berbicara (<i>speaking</i>) dan menyimak (<i>listening</i>).
6	R dan ET kemudian berdiskusi dan memutuskan untuk mencoba mengatasi permasalahan menulis siswa.
7	R kemudian berpamitan kepada ET dan guru piket.

Field Note 5Date : April 16th, 2013

R : Researcher

Time : 09.45-10.10 a.m.

ET : English Teacher

Place : Teacher room

1.	Setelah bel istirahat berbunyi, R menemui ET di ruang guru.
2.	R dan ET mendiskusikan solusi yang akan diambil untuk mengatasi permasalahan menulis siswa.
3.	R dan ET juga mendiskusikan proposal penelitian berkaitan dengan masalah yang ditemukan dan solusi yang akan diterapkan.
4.	R berpamitan kepada ET dan beberapa guru yang ada di ruang guru.

Field Note 6Date : July 30th, 2012

R : Researcher

Time : 07.00-08.20 a.m.

ET : English Teacher

Place : Teacher room,

Ss : Students

VIII B classroom

1	R menemui ET di ruang guru untuk menyerahkan RPP dan lembar observasi yang harus ET isi.
2	Setelah bel masuk berbunyi, R dan ET menuju ruang <i>kelas</i> . Ss diam karena belum mengenal R.
3	R memberi salam, memimpin doa, dan kemudian mengecek presensi Ss. R memanggil nama Ss satu-persatu dan meminta Ss. R kemudian memperkenalkan diri dan menjelaskan maksud serta tujuannya berada di kelas tersebut. Sedangkan ET bertindak sebagai <i>observer</i> .
4	<i>R memulai pelajaran dengan memberikan contoh recount text kepada Ss.</i>

	<p>Lalu R bertanya pada Ss tentang recount text “Do you know what it is?” Beberapa Ss menjawab pertanyaan R “yes Miss. Itu tentang pengalaman “. R lalu memberikan contoh recount beserta dengan picture series nya. Ada beberapa Ss yang berceloteh “gamabare apik yo?”</p>
5	<p>R kemudian memberikan contoh recount kepada Ss “Now, I have an example of recount. You can study it”. Lalu Ss mempelajari text tersebut. R kemudian bertanya, “do you know what the text about?”. Ss menjawab, “Yes, this is about past event Miss”. R lalu bertanya, What is the pattern?”. Ss dengan keras menjawab “past tense”. Kemudian R kembali menjelaskan tentang recount.</p>
6	<p>R kemudian memberikan aturan dari recount. Saat menjelaskan ada beberapa Ss yang sibuk dengan aktifitasnya sendiri.</p>
7	<p>Salah seorang S bertanya, “Mbak verb itu apa?”. R menjawab “verb dalam bahasa Indonesia berarti kata yang maknanya melakukan sesuatu. Contohnya adalah makan, minum dan duduk seperti itu.</p>
8	<p>R meminta untuk bermain games “<i>Hoping sentences</i>” game. Kemudian R memberikan aturan permainan kepada Ss. Pada games ini, Ss diminta untuk menyusun kalimat secara kelompok. Kelompok yang paling cepat menyusun kalimat langsung mengangkat tangan. Kelompok yang kalah harus menyanyi di depan kelas. Sebagian besar Ss antusias dalam permainan ini. R memandu mereka saat melakukan permainan. Tetapi saat memilih teman satu kelompok dan bermain game, Ss sangat rebut. Setelah permainan usai, R bertanya kepada Ss apa mereka menemukan kesulitan atau tidak. Mereka pun menjawab dengan suara keras “<i>Tidak Miss</i>”.</p>
9	<p>R melanjutkan lagi pelajaran dengan menanyakan kepada Ss tentang kesulitan mereka “Any questions?” Tetapi Ss menjawab “No Miss”</p>
10	<p>Setelah itu R memberikan lagi picture series kepada Ss beserta worksheet kepada Ss. Mereka harus membuat kalimat recount dengan menggunakan picture series tersebut. Setelah mereka selesai R mengulas kembali pelajaran.</p>

11	R bertanya tentang kesulitan Ss. Mereka menjawab tidak ada kesulitan. Lalu R menutup pelajaran.
12	R sedikit berdiskusi dengan ET di ruang guru. ET menyerahkan RPP yang telah ditandatangani dan lembar observasi yang telah diisi. R berterimakasih lalu berpamitan.

Field Note 7

Date : May 4th, 2013

R : Researcher

Time : 11.30-12.45 p.m.

ET : English Teacher

Place : Teacher room,

Ss : Students

VIIIB classroom

1	R menemui ET di ruang guru untuk menyerahkan RPP dan lembar observasi yang harus ET isi. Setelah bel masuk berbunyi, R dan ET menuju ruang <i>kelas</i> .
2	R memberi salam dan menanyakan kondisi siswa dalam bahasa Inggris dengan mengatakan “good morning students. How are you today?”. Ss pun juga menjawab dengan bahasa Inggris dengan lantang dengan mengatakan “I’m fine thank you and you?”. R kemudian mengecek presensi Ss. R memanggil nama Ss satu-persatu. Sedangkan ET bertindak sebagai <i>observer</i> . R mengulas kembali materi yang telah diajarkan pada pertemuan sebelumnya.
3	R kemudian memberikan contoh recount kepada Ss “Now, I have an example of recount. You can study it”. Lalu Ss mempelajari text tersebut. R kemudian bertanya, “do you know what the text about?”. Ss menjawab, “Yes, this is about past event Miss”. R lalu bertanya, What is the pattern?”. Ss dengan keras menjawab “past tense”. Kemudian R kembali menjelaskan

	tentang recount.
4	R melanjutkan lagi pelajaran dengan meminta Ss untuk bekerja dalam kelompok yang terdiri dari 2 Ss.
5	Kemudian R memberikan picture series kepada Ss. Ss kelihatan senang. Ada Ss yang tertawa sambil bicara menanggapi gambar tersebut “wah...gambare lagi adus”.
6	Ss kemudian mengerjakan task tersebut secara berpasangan.
7	Ss kemudian mengumpulkan pekerjaan mereka kemeja guru.
8	R lalu bertanya kepada siswa apakah sudah memahami materi.
9	Karena tidak ada pertanyaan tentang materi tersebut, R mengulas kembali materi yang telah diberikan. Lalu R meminta Ss untuk belajar materi selanjutnya. R kemudian menutup pelajaran.
10	R kemudian melakukan interview dengan Ss berkenaan dengan materi dan penerapan media picture series untuk pengajaran writing recount.
11	R sedikit berdiskusi dengan ET di ruang guru. Setelah menganalisa hasil test dan interview ET dan R sepakat untuk melanjutkan <i>cycle</i> . ET menyerahkan RPP yang telah ditandatangani dan lembar observasi yang telah diisi. R berterimakasih lalu berpamitan.

Field Note 8

Date : May 7th, 2013

R : Researcher

Time : 07.00-08.20 a.m.

ET : English Teacher

Place : Teacher room, VIIB classroom

Ss : Students

1	R menemui ET di ruang guru untuk menyerahkan RPP dan lembar observasi yang harus ET isi. Setelah bel masuk berbunyi, R dan ET menuju ruang <i>kelas</i> .
2	R memberi salam dan kemudian mengecek presensi Ss. Sedangkan ET bertindak sebagai <i>observer</i> .

3	R memberi salam dan menanyakan kondisi siswa dalam bahasa Inggris dengan mengatakan “good morning students. How are you today?”. Ss pun juga menjawab dengan bahasa Inggris dengan lantang dengan mengatakan “I’m fine thank you and you?”. R kemudian mengecek presensi Ss. R memanggil nama Ss satu-persatu. Sedangkan ET bertindak sebagai <i>observer</i> . R mengulas kembali materi yang telah diajarkan pada pertemuan sebelumnya.
4	<i>R kemudian memberikan contoh kepada SS. R bersama Ss mempelajari dan mendiskusikan text tersebut bersama-sama. S bertanya “Miss saw itu gergaji to?”. R kemudian menjawab “iya ada yang artinya gergaji tapi ada juga yang artinya melihat. Saw disini bentuk kedua dari see. Jadi kalian harus hati-hati saat menulis ya. Karena satu kata bisa mempunyai arti lebih dari satu. “Do you understand?”. Ss menjawab “Yes, Miss”. R juga meminta Ss membuka kamus jika tidak tahu artinya “you should open your dictionary if you do not know the meaning”.</i>
5	R lalu meminta Ss untuk membuat kalimat berdasarkan gambar yang sudah mereka dapatkan secara kelompok. R sendiri yang memilihkan partner tiap siswa. Ini supaya mereka tidak bising.
6	Setelah selesai R bersama Ss mendiskusikan bersama-sama jawaban mereka. R juga menanyakan kesulitan mereka “is there any question?”
7	R kemudian meminta Ss untuk melakukan aktifitas terakhir untuk hari tersebut.
8	R meminta Ss untuk membuat sebuah paragraph recount berdasarkan picture series yang diberikan oleh R. Ss bekerja secara individu.
9	Setelah selesai Ss mengumpulkan tugas mereka. Kemudian R menutup pertemuan pada hari itu.
10	R sedikit berdiskusi dengan ET di ruang guru. ET menyerahkan RPP yang telah ditandatangani dan lembar observasi yang telah diisi. R berterimakasih lalu berpamitan.

Field Note 9

Date : May 11th, 2013

R : Researcher

Time : 11.30-12.45 p.m.

ET : English Teacher

Place : Teacher room,

Ss : Students

VIIIB classroom

1	R menemui ET di ruang guru untuk menyerahkan RPP dan lembar observasi yang harus ET isi. Setelah bel masuk berbunyi, R dan ET menuju ruang <i>kelas</i> .
2	R memberi salam dan kemudian meminta ketua kelas untuk memimpin doa dalam bahasa Inggris. R kemudian mengecek presensi Ss. Sedangkan ET bertindak sebagai <i>observer</i> .
3	R memulai pelajaran dengan mengingatkan kembali tentang materi yang telah diajarkan sebelumnya.
4	R lalu memberikan picture series kepada Ss. R meminta Ss untuk menganalisa text beserta picture series tersebut.
5	R kemudian bersama Ss mendiskusikan bersama text tersebut. R juga menjelaskan lagi tentang recount kepada Ss.
6	R kemudian memberikan task kepada Ss. Ini dilakukan untuk meyakinkan kalau Ss benar-benar sudah mengerti tentang verb.
7	Ss harus mengubah kata kerja dari bentuk pertama ke bentuk verb kedua.
8	Setelah itu R bersama Ss mendiskusikan task tersebut secara bersama-sama.
9	Kemudian R memberikan task terakhir kepada Ss. Mereka harus membuat sebuah paragraph recount. Kemudian Ss mengumpulkan tugas mereka.
10	R kemudian menanyakan kesulitan dalam materi yang telah dipelajari. Karena tidak menemukan kesulitan R kemudian mengucapkan terima kasih dan berpamitan berkenaan hari tersebut adalah pertemuan terakhir.
11	R sebelum pergi melakukan interview dengan Ss.

12	R sedikit berdiskusi dengan ET di ruang guru. ET menyerahkan RPP yang telah ditandatangani dan lembar observasi yang telah diisi. Sebelum berpamitan, R dan ET melakukan interview. Setelah selesai, R berterimakasih lalu berpamitan.
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APPENDIX B

INTERVIEW TRANSCRIPTS

Interview 1

Date : May 7th, 2013

R : Researcher

Time : 12.50-13.00 p.m.

Ss : Students

Place : VIIIB

R	“Menurut kamu penjelasan tentang materi tadi sudah jelas atau belum?”
Ss	“Jelas” (bersama-sama)
R	“Menurut kamu belajar menggunakan picture series menarik tidak?”
Ss	“Menarik”(S03)
R	“ <i>Ada kesulitan tidak saat kalian menulis bahasa Inggris??</i> ”
Ss	“Ya Miss”(S16)
R	“Kesulitannya apa?”
Ss	“Kata kerjanya itu lo. Mesti salah terus”
R	“Menurut kamu, aktifitas yang digunakan tadi menarik tidak?”
Ss	“Menarik” (S03) “Seru”(S16)

Interview 2

Date : May 7th, 2013

R : Researcher

Time : 12.50-13.00 a.m.

Ss : Students

Place : VIIIB

R	“Menurut kamu apakah penjelasan tentang materi tadi sudah jelas apa belum?”
Ss	“Sudah” (bersama-sama)
R	“Apakah kamu senang belajar memakai picture series?”
Ss	“Sangat senang.”

	“InsyaAlloh senang mbak.” (S05)
R	“Kenapa?”
Ss	“ <i>Karena sudah ada petunjuknya mau nulis apa. Terus gambarnya juga bagus</i> ” (S05)
R	“Apakah kamu merasa terbantu saat belajar dengan menggunakan picture series?”
Ss	” Ya. Karena hepi”
R	“Apakah aktifitas yang digunakan tadi menarik tidak?”
Ss	“Menarik” (bersama-sama)

Interview 3

Date : May 7th, 2013

R : Researcher

Time : 12.50-13.00 a.m.

Ss : Students

Place : VIIIB

R	“Menurut kamu penjelasan tentang materi tadi sudah jelas atau belum?”
Ss	“Jelas mbak”(S02) “ Jelas sekali”(S12)
R	“Kalian terbantu tidak saat belajar dengan menggunakan picture series?”
Ss	“Terbantu mbak”.(bersama-sama)
R	“Kenapa?”
Ss	“Karena menyenangkan mbak.”(S02) “Gambarnya berwarna mbak” (S10)
R	“Waktu kalian belajar kesulitan tidak ya?”
Ss	“Tidak mbak, cuma agak kecepeten mbak pas ngasih penjelasan.”(S02)
R	“Oke deh, besok akan di pelanin pas ngasih penjelasan.”
Ss	“Waktu kalian belajar listening tentang recount ada kesulitan tidak ya?”
R	“ehm...kalau saya sih tidak mbak”. (S28)

Ss	“Kalau saya tentang kata verb tadi mbak. Bikin pusing” (S22) “iya itu mbak. Bener-bener. Susah banget.” (S6) (S20)
R	“Oke deh dek”

Interview 4

Date : May 7th, 2013

R : Researcher

Time : 12.50-13.00 a.m.

Ss : Students

Place : VIIB

R	“Menurut kamu penjelasan tentang materi tadi sudah jelas atau belum?”
Ss	“Sudah” (bersama-sama)
R	“Menurut kalian apa kesulitan saat kalian belajar materi tadi?”
Ss	“Itu mbak yang bagian kata kata kerja sama kata benda. Susah le ngapalke apa lagi le ngomong. Angel mbak.”(S15) “Nah...podo mbak. Yang ngomongin e susah banget. Terus karena tidak tau artinya apa jadi bingung.”(S30)
R	“Gitu ya....oke deh.
R	“Apakah kamu senang belajar menggunakan picture series?”
Ss	“Senang” (S15). “Gambaranya bagus mbak”(S19)
R	“Kenapa?”
Ss	“Karena dapat pancingan.” (S23)
R	“Apakah kamu merasa terbantu belajar dengan menggunakan recount?”
Ss	“iya mbak, materi nya jadi mudah dimengerti mbak.”(S34)
R	“Terus aktifitas yang digunakan tadi menarik tidak?”
Ss	“menarik mbak” (together)

Interview 5

Date : May 7th, 2013

R : Researcher

Time : 12.50-13.00 a.m.

Ss : Students

Place : VIIIB

R	“Menurut kamu, penjelasan tentang materi tadi sudah jelas belum?”
Ss	“Sudah”(S07) “Sudah”(S09)
R	“Ada kesulitan tidak saat belajar materi yang tadi?”
Ss	<i>Ada mbak. Bingung sama kata kerja sama subjek nya. ’(S09)</i>
R	<i>Tapi tahu bagaimana menulis dalam bahasa Inggris?Ejaannya gitu?</i> Setuju mbak.(S25) (yang lain tertawa)
Ss	“Ya ada yang bisa ada yang tidak. ” (S09) “Setuju mbak.”(S25) (yang lain tertawa)
R	“Apa kamu senang belajar menggunakan picture series?”
Ss	“Senang”(S09) “Asik dan menarik”(S25) “Seru”(S29)
R	“Apa kalian merasa terbantu saat belajar dengan menggunakan picture series?”
Ss	“Ya sangat terbantu”(S09)
R	“Mudah dimengerti”(S07) “Terus Aktifitas yang digunakan tadi menarik tidak?”
Ss	“Menarik”(S07)
R	“Kenapa?”
Ss	“Ya seru mbak dan mudah dimengerti” (S07)

Interview 6

Date : May 7th, 2013

R : Researcher

Time : 12.50-13.00 a.m.

Ss : Students

Place : VIIIB

R	“Menurut kamu penjelasan tentang materi tadi sudah jelas atau belum?”
Ss	“Sudah”(bersama-sama)
R	“Apakah kamu senang belajar dengan menggunakan picture series?”
Ss	“Suka”
R	“Kenapa?”
Ss	“Menyenangkan”
R	“Apakah kamu merasa terbantu saat belajar menggunakan picture series?”
Ss	“Iya”
R	“Kenapa?”
Ss	“Karena menyenangkan” “Mudah dimengerti”
R	“Ada kesulitan tidak saat belajar recount?”
S	“Yang bagian kata kerja mbak. Mesti lo buka kamus”

Interview 7

Date : May 7th, 2013

R : Researcher

Time : 12.50-13.00 a.m.

Ss : Students

Place : VIIIB

R	“Menurut kamu penjelasan tentang shopping list tadi sudah jelas atau belum?”
Ss	“Sudah” (bersama-sama)
R	“Apakah kamu senang belajar menggunakan picture series?”
Ss	“Senang” (S12). “Hepi”(S09)
R	“Kenapa?”
Ss	“Karena menyenangkan dan mudah dimengerti.” (S23) “Jadi lebih gampang mau nulis apa.” (S12)
R	“Apakah kamu merasa terbantu belajar dengan menggunakan picture series?”
Ss	“iya mbak, materi nya jadi mudah dimengerti mbak.”(S34)
R	“Terus aktifitas yang digunakan tadi menarik tidak?”
Ss	“menarik mbak” (bersama-sama)
R	“Ada kesulitan tidak saat kalian menulis recount?”
Ss	“Tidak” (Bersama-sama)

Interview 8

Date : May 7th, 2013

R : Researcher

Time : 08.25-08.35 a.m.

Ss : Students

Place : VIIIB

R	“Menurut kamu penjelasan tentang materi tadi sudah jelas belum?”
Ss	“Sudah” (bersama-sama)
R	“Apakah kamu senang belajar dengan menggunakan picture series?”
Ss	“Senang sekali” (bersama-sama)
R	“Apakah kamu merasa terbantu saat belajar dengan menggunakan picture series?”
Ss	“Ya” (S01)
R	“Menurut kamu aktifitas yang digunakan tadi menarik atau tidak?”
Ss	“Menarik” (bersama-sama)
R	“Kenapa?”
Ss	“Seru mbak” (S12)
R	“Ada kesulitan saat menulis recount?”
Ss	“Sudah bisa mbak” (S12) “iya uda mbak” (S01)

Interview 9

Date : May 7th, 2013

R : Researcher

Time : 08.25-08.35 a.m.

Ss : Students

Place : VIIIB

R	“Menurut kamu penjelasan tentang materi tadi sudah jelas atau belum?”
Ss	“Sudah” (Bersama-sama)
R	“Apakah kamu senang belajar dengan menggunakan picture series?”

Ss	“Senang” (S11)
R	“Kenapa?”
Ss	“Karena menyenangkan dan mudah dimengerti”
R	Apakah kamu merasa terbantu belajar menggunakan picture series?
S	Iya mbak, materinya jadi mudah dimengerti mbak. (S31)
R	“Senang tidak kalian belajar menggunakan picture series?”
Ss	“Senang mbak” (S08)
R	Apa kesulitan kalian saat menulis recount?
Ss	Uda mudeng sekarang (S23)
R	Oke dek...makasih

Interview 10

Date : May 7th, 2013

R : Researcher

Time : 08.25-08.35 a.m.

Ss : Students

Place : VIIIIB

R	“Menurut kalian penjelasan tentang materi tadi sudah jelas apa belum?”
Ss	“Sudah” (bersama-sama)
R	“Apa kalian senang belajar dengan menggunakan picture series?”
Ss	“Senang”
R	“Apa kalian merasa terbantu saat belajar dengan menggunakan picture series?”
Ss	“Ya sangat terbantu” (S16)
R	“Menurut kalian aktifitas yang digunakan tadi menarik tidak?”
Ss	“Menarik” (S03) “Menarik sekali mbak” (S30) “Games nya banyak dan seru” (S14)
R	Terima kasih

Interview 11

Date : May 7th, 2013 R : Researcher

Time : 08.25-08.35 a.m. Ss : Students

Place : VIIIB

R	“Menurut kamu penjelasan tadi sudah jelas apa belum?”
Ss	“Sudah”
R	“Sudah. Apa kamu suka belajar dengan menggunakan picture series?”
Ss	“Senang” (S05) “Suka” (S26)
R	“Apa kamu merasa terbantu saat belajar dengan menggunakan picture series?”
Ss	“Suka” (S03) “Terbantu sekali” (S26)
R	“Menurut kamu aktifitas yang digunakan tadi bagaimana? Menarik atau tidak?”
Ss	“Menarik” (bersama-sama)
R	“Ada kesulitan tidak saat menulis recount?”
Ss	“tidak Mbak” (bersama-sama)
R	“Oke deh....makasih ya

Interview 12

Date : April 14th, 2013 R : Researcher

Time : 08.55-09.00 a.m. ET : English Teacher

Place : VIIIB Ss : Students

R	“Suka tidak dengan pelajaran bahasa Inggris?”
Ss	“Suka”
R	“Apa kesulitan kalian saat belajar bahasa Inggris?”
Ss	“Tidak tahu artinya mbak” (S12)
R	“Apa kamu senang menyimak lagu-lagu berbahasa Inggris?”
Ss	“Tidak mbak. Saya tidak mudeng artinya apa.”(S12)
R	“Skill yang paling sulit apa to?”
Ss	“Menulis sama speaking mbak” (S01)
R	“Ibu guru Ami saat mengajar dikelas menarik atau tidak?”
Ss	“Menarik sih mbak”
R	“Oke, makasih ya.”

Interview 13

Date : April 14th, 2013

R : Researcher

Time : 08.55-09.00 a.m.

ET : English Teacher

Place : VIIIB

Ss : Students

R	“Suka tidak dengan pelajaran bahasa Inggris?”
Ss	“Suka” (S02)
R	“Apa kesulitan kalian saat belajar bahasa Inggris?”
Ss	“Ga tahu artinya”(S02)
R	“Ibu guru saat mengajar dikelas bagaimana? Menarik tidak?”
Ss	“Mengerti tapi tidak ada permainannya” (S02/
R	“Skill apa sih yang paling sulit?”
Ss	“Paling g bisa nulis mbak.(S02)

Interview 14

Date : April 14th, 2013

R : Researcher

Time : 08.55-09.00 a.m.

ET : English Teacher

Place : VIIIB

Ss : Students

R	“Suka tidak dengan pelajaran bahasa Inggris?”
Ss	“Suka”(S27)
R	“Apa kesulitan kalian saat bahasa Inggris?”
Ss	“Sulit memahami artinya”(S27)
R	“Senang tidak mendengarkan lagu-lagu bahasa Inggris?”
Ss	“Tidak”(S27)
R	“Nulis gimana?”
Ss	“Sama aja mbak. Sulit.”(S27)
R	“Ibu guru kalau mengajar dikelas bagaimana?”
Ss	“Pelajarannya kecepeten. Sulit memahami artinya” (S27)

Interview 15

Date : April 14th, 2013

R : Researcher

Time : 08.55-09.00 a.m.

ET : English Teacher

Place : Teachers' room

Ss : Students

R	“Bagaimana kemampuan writing siswa di sini bu?”
ET	“Ya gitu mbak. Sulit mbak. Masih banyak siswa yang bingung karena mereka ndak tau apa yang kata-kata dalam bahasa Inggris. Jadi ya...kesulitan banget mereka saat nulis”.
R	“Siswanya aktif tidak bu saat dikelas?”
ET	“Ada yang aktif tapi ada juga yang tidak. Malah sebagian dari mereka

	sibuk dengan pekerjaan mereka sendiri. Suka rame sendiri mbak kalau dikelas”.
R	“Selama belajar dikelas waktu menjawab pertanyaan siswa ditunjuk atau sukarela untuk menjawab?”
ET	“Paling sering saya tunjuk mereka mbak. Kalau tidak ditunjuk mereka tidak mau jawab. Malu mbak”.
R	“oh...ya bu. Terus apa kesulitan ibu saat mengajar writing?”
ET	“Kalau writing saya paling kesulitan dibagian tense nya mbak.sulit banget. Anak-anak pada gak tau Inggrisnya.”
R	“Jadi ibu lebih senang menggunakan teknik?”
ET	“Iya mbak. Tapi kalau mau pakai media ya paling laptop sama LCD. Tapi agak repotnya kalau kelasnya ndak ada LCD. Itu kan harus minta siswanya pindah. Jadi harus ada koordinasi dengan guru lain juga.
R	“O..ya repot juga ya bu”
ET	“Iya mbak”
R	“Nggih bu, terima kasih”
ET	“Sama-sama mbak”

Interview 16

Date : May 7th, 2013

R : Researcher

Time : 08.35-08.40 a.m.

Ss : Students

Place : Teachers' room

R	<i>Bagaimana menurut ibu tentang action di kelas tadi?</i>
ET	<i>Sudah bagus mbak. Siswa sangat relax dan aktif saat kegiatan belajar mengajar. Jadi menurut saya games nya ya..sudah efektif mbak.</i>
R	“Jadi bagaimana pendapat ibu tentang action di kelas tadi?”
ET	<i>Sudah bagus mbak. Siswa sangat relax dan aktif saat kegiatan belajar</i>

	<i>mengajar. Jadi menurut saya games nya ya..sudah efektif mbak.</i>
R	<i>Kalau aktivitas nya gimana bu? Menarik atau tidak?</i>
ET	<i>Oh..menarik mbak. Apalagi yang game apa ya yang kemarin itu.hem...hoping sentence. Itu menarik sekali, seluruh anggota kelompok harus menyusun kalimat secara cepat. Lucunya yang kalah harus nyanyi.</i>
R	<i>Oh iya bu, itu seru sekali. Lalu bu, bagaimana dengan kemampuan writing skill siswa dibandingkan sebelum menggunakan picture series?</i>
ET	<i>Ha..jelas meningkat mbak. Mereka sudah tidak bingung lagi. Walaupun, masih ada beberapa siswa yang masih belum terlalu mau merespon instruksi guru atau teman mereka dengan cepat dan tepat. Masih mikir..mikir dan sedikit tanya teman satu meja.</i>
R	<i>Menurut ibu materi tadi bagaimana bu?</i>
ET	<i>Materi tadi memang cukup sulit mbak. Saya lihat tadi mereka masih bingung soal noun dan verb. Tapi sebagian sudah mengerti sih tadi saya perhatikan.</i>
R	<i>O..ya buk. Baik dipertemuan selanjutnya akan saya perjelas lagi di bagian itu terutama bagian tense. Terus bagaimana dengan kemampuan siswa?</i>
ET	<p>“Ha..jelas meningkat mbak. Mereka sudah bisa merespon instruksi guru dan teman satu kelas mereka. Walaupun, masih ada beberapa siswa yang masih belum terlalu mau merespon instruksi guru atau teman mereka dengan cepat dan tepat. Masih mikir..mikir dan sedikit tanya teman satu meja.”</p> <p>“Oh..iya mbak. Benar”</p>

Interview 17Date : April 14th, 2013

R : Researcher

Time : 09.00-09.05 a.m.

ET : English Teacher

Place : Teachers' room

Ss : Students

R	<i>Bagaimana pendapat ibu tentang penerapan picture series kemarin untuk mengajarkan writing kepada siswa?</i>
ET	Sangat bagus mbak, bahkan lebih bagus dari pada yang kemarin mbak. Saya lihat mereka juga sangat aktif di kelas dan percaya diri waktu menulis menggunakan bahasa Inggris. Jadi picture series nya sangat membantu sekali.
R	“Oh..iya bu terima kasih. Lalu bagaimana dengan aktifitas nya bu? Menarik apa tidak?”
ET	“Menarik mbak. Siswa sangat aktif sekali. Saya lihat siswa sangat senang dan nyaman belajar dengan games. Bahkan mereka meminta lagi untuk bermain. Mereka juga bisa bekerja sama dengan baik dengan tim mereka.”
R	“Mboten kecepeten bu?”
ET	“Sudah tidak mbak. Sudah cukupan. Siswa sudah bisa menangkap maksud pelajaran e mbak. Mereka pun juga sudah bisa merespon teman-teman mereka”
R	“Iya bu. Matur suwun”

APPENDIX C

LESSON PLAN

LESSON PLAN

School	: MTs Ma'arif Selomerto
Subject	: English
Grade	: VIII / Second semester
Skill	: Writing
Time allocation	: 2X40 minutes

A. Standard of Competence

6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

B. Basic Competency

6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of recount text

C. Learning Objective

At the end of the lesson, the students are able to express the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

D. Indicators

At the end of the lesson, the students are able to:

1. Identify the generic structure of a recount text.
2. Identify the grammatical pattern used in a recount text.
3. Produce a recount text

E. Material

Enclosed

F. Method:**Genre- Based Approach****G. Learning process****Opening:**

- The teacher greets the students
- The students respond to the teacher greeting.
- The teacher asks the students to pray
- One of the students leads a prayer.
- The teacher calls the roll.

BKOF:

- The teacher asks the students about previous lesson.
- The students respond to the teacher's question.
- The teacher asks the students dealing with the topic.
- The students respond to the teacher's questions dealing with the topic.

MOT:

- The teacher reminds about recount text
- The teacher gives the example of recount text.
- The students study an example of a recount text.
- The students and teacher analyze the recount text together.
- The teacher explains about recount text.

JCOT:

- The teacher asks the students to play "hoping sentences" game
- The teacher explains the rules to the students.
- The students play the game
- The teacher gives the students picture series

- The students work in the small group.
- Each student gets his or her picture series.
- The students make their sentences based on the picture by using past tense.
- The students check their partner work.

ICOT:

- The teacher asks the students to develop a paragraph
- The students work individually.
- The students develop a recount text by arranging those sentences.
- The students submit their works.

Closing:

- The teacher closes the teacher.
- The students answer the teacher's question whether they have difficulty or not.
- The students and the teacher discuss the conclusion.
- The students pay attention to the next materials.

Sources:

Joko Priyana, dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional
www.google.com

Media: Picture Series
 LCD

Instrument:

- a. Technique: Written test
- b. Type: Writing a text
- c. Maximum Score: 20

Evaluation

a. Technique: Rubric (enclosed)

b. Maximum Score: 20

Yogyakarta, , 2013

The English teacher

The researcher

Ami, S.Pd

Sholihatun

APPENDIX

Modeling of the Text (MOT)

S+V2+adv/O/C

S : Subject

V2 : Verb 2

Adv : adverb

O : object

C : Complement

The following adverbs of time are usually used in simple past tense;

- Yesterday
- Last week
- Last ...
- Two days ago
- ... ago

Conjunctions

- 1) After that, we went on a small boat.
- 2) Finally, we came back home in the night.

Joint Construction of the Text

Task 1. Make sentences by using the picture series by using past tense with your partners.



1



2



3


















4



5

Task 2. Make a recount text entitled “My Bad Experience” based on the task 1 individually.



LESSON PLAN

School	: MTs Ma'arif Selomerto
Subject	: English
Grade	: VIII / Second semester
Skill	: Writing
Time allocation	: 2X40 minutes

A. Standard of Competence

6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

B. Basic Competency

6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of recount text

C. Learning Objective

At the end of the lesson, the students are able to express the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

D. Indicators

At the end of the lesson, the students are able to:

1. Identify the generic structure of a recount text.
2. Identify the grammatical pattern used in a recount text.
3. Produce a recount text

E. Material

Enclosed

F. Method:

Genre- Based Approach

G. Learning process

Opening:

- The teacher greets the students
- The students respond to the researcher greeting.
- The teacher asks the students to pray
- One of the students leads a prayer.
- The teacher calls the roll.

Building Knowledge of the Field (BKOF)

- The teacher reminds the students about previous lesson.
- The teacher asks the students related to the topic.
- The students respond to the teacher's questions dealing with the topic.

Modeling of the Text (MOT)

- The teacher gives the example of recount text.
- The students study an example of a recount text.
- The students discuss the whole text including the topic, the generic structure, and grammatical pattern used in the text with guidance from the teacher.
- The teacher explains about recount text

Joint Constructions of the Text (JCOT)

- The students work in pairs
- Each student gets his or her picture series
- The teacher gives the students brainstorming worksheet.
- The students brainstorm the picture series.

Independent Construction of the Text (ICOT)

- The teacher asks the students to develop a paragraph
- The students work individually.
- The students develop a recount text.
- The students submit their works.

Closing:

- The teacher closes the teacher.
- The students answer the teacher's question whether they have difficulty or not.
- The students and the teacher discuss the conclusion.
- The students pay attention to the next materials.

Sources:

Joko Priyana, dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional

Utami Widiati, dkk. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII Edisi 4* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional

www.google.com

Media: Picture Series
LCD

Instrument:

- a. Technique: Written test
- b. Type: Writing a text
- c. Maximum Score: 20

Evaluation

- a. Technique: Rubric (enclosed)
- b. Maximum Score: 20

Yogyakarta, , 2013

The English teacher



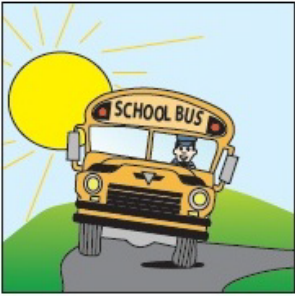
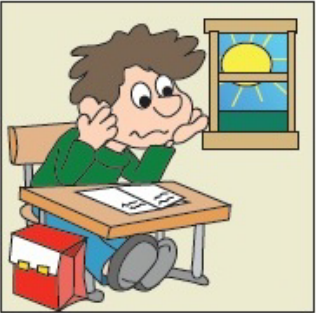
The researcher


Ami, S.Pd

Sholihatun

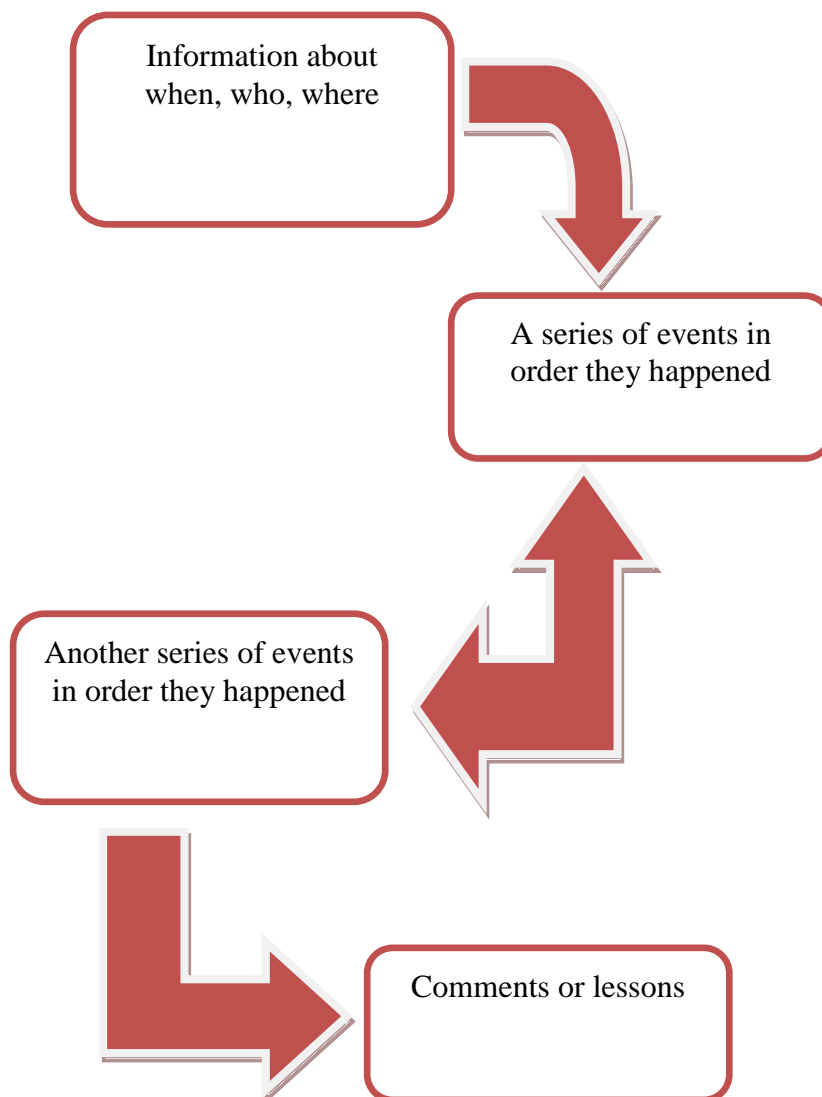
APPENDIX

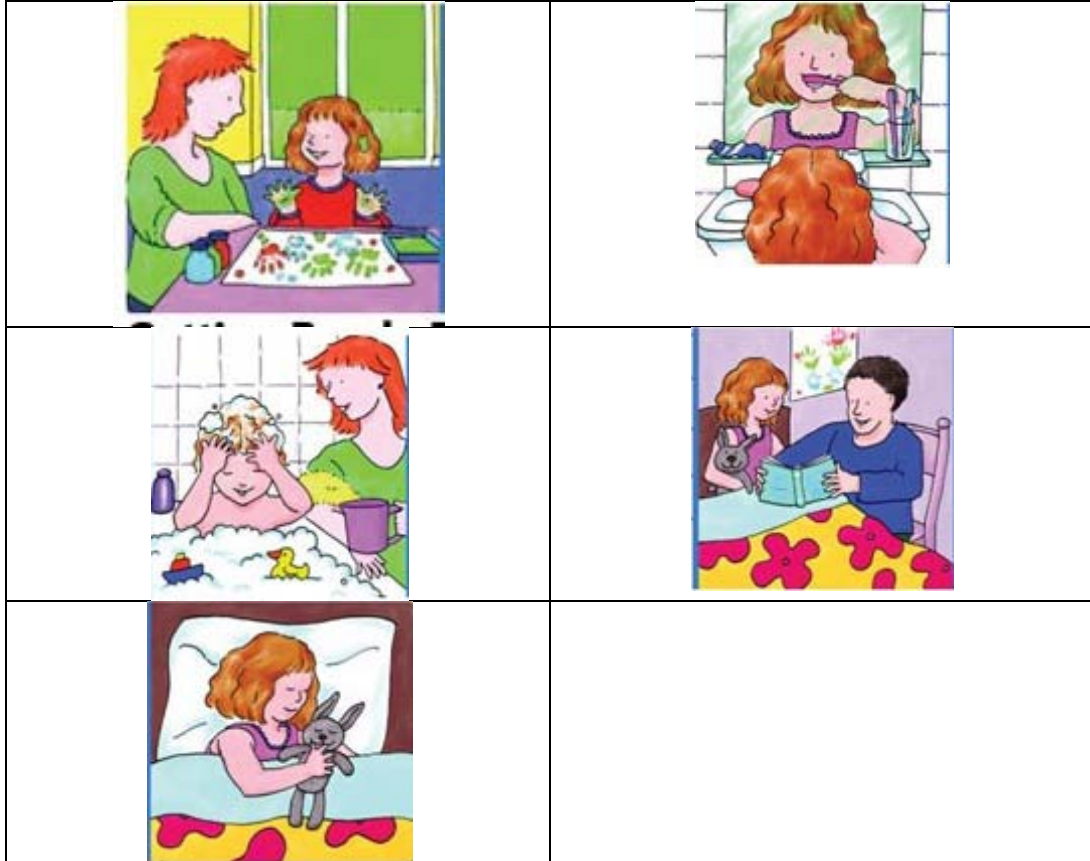
MOT (modeling of the text)

No 1		<p>(Reorientation) Yesterday, it was a bored day for me. I woke up at 07.00 am.</p>
2		<p>After took a bath, I had my breakfast. I ate a loaf of bread and I drank a glass of milk. I really liked it.</p>
3		<p>After breakfast, I went to school by bus. It was boring. The bus moved quickly.</p>
4		<p>In the classroom, I just listened to the teacher from my seat. I put my hands on my cheeks because my teacher explanation was boring.</p>

5		<p>The bell rang. It was the time to go back home.</p> <p>Again, I went back home by school bus.</p>
---	-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

In a simple plan, to narrate or to tell a story we can use the following flowchart:



Joint Construction of the text (JCOT)

Task 1. Brainstorm the picture series by using the worksheet. Do it in with your partner.

When?

Where?

Who?

How?

Title

Activities

Task 2. Write a recount text based on the task 1 individually.



LESSON PLAN

School	: MTs Ma'arif
Subject	: English
Grade	: VIII / Second semester
Skill	: Writing
Time allocation	: 2X40 minutes

A. Standard of Competence

6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

B. Basic Competency

6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of recount text

C. Learning Objective

At the end of the lesson, the students are able to express the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

D. Indicators

At the end of the lesson, the students are able to:

1. Identify the generic structure of a recount text.
2. Identify the grammatical pattern used in a recount text.
3. Produce a recount text

E. Material

Enclosed

F. Method:

Genre- Based Approach

G. Learning process

Opening:

- The teacher greets the students
- Students respond to the teacher's greeting.
- The teacher asks the students to pray
- One of the students leads a prayer.
- The teacher calls the roll.

Building Knowledge of the Field (BKOF)

- The teacher asks the students about previous lesson.
- The teacher asks the students dealing with the topic
- The students respond to the teacher's questions dealing with the topic.
- The teacher asks the previous lesson.

Modeling of the Text (MOT)

- The teacher gives the example of recount text.
- The students study an example of a recount text.
- The students discuss the whole text including the topic, the generic structure, and grammatical pattern used in the text teacher.
- The teacher explains about recount text

Joint Constructions of the Text (JCOT)

- The teacher gives the students task 1.
- The students work in a group of three.
- The students and the teacher discuss together task 1.

- The teacher gives the picture series
- The teacher asks the students to do the task.
- The students work in pairs

Independent Construction of the Text (ICOT)

- The teacher asks the students to develop a paragraph
- The students work individually.
- The students develop a recount text by arranging those sentences.
- The students submit their works.

Closing:

- The teacher closes the lesson.
- The students answer the teacher's question whether they have difficulty or not.
- The students and the teacher discuss the conclusion.
- The students pay attention to the next materials.

Sources:

JokoPriyana, dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: PusatPerbukuan, DepartemenPendidikanNasiona

Mollinsky, S.J.(1994). *Picture Dictionary*. Prentice-Hall Inc: White Plains, New York

Media: Picture Series
LCD

Instrument:

- a. Technique: Written test
- b. Type: Writing a text
- c. Maximum Score: 20

Evaluation

a. Technique: Rubric (enclosed)

b. Maximum Score: 20

Yogyakarta, , 2013

The English teacher

The researcher

Ami, S.Pd

Sholihatun

APPENDIX

Modeling of the Text (MOT)

NO	Picture Series	Recount Text
1		Last week, I planted the vegetables such as tomato and eggplant. I put the land in the pot. Then, I put the seed on the land.
2		After that, I watered the seed with water. I hoped my vegetables plant grew up.
3		I watered my plant every day because did not want my plant died.
4		My tomatoes grew up until I could harvest the tomatoes. Afterwards, I ate my tomatoes with the sandwich in the park. I loved it.

S+V1+O/C+Adv
S+did+not+V1+O/C+Adv

S+was/were+C
S+was/were+not+C

S : Subject

V2 : Verb 2

Adv : adverb

O : object

C : Complement

Example: I ate the bread yesterday.

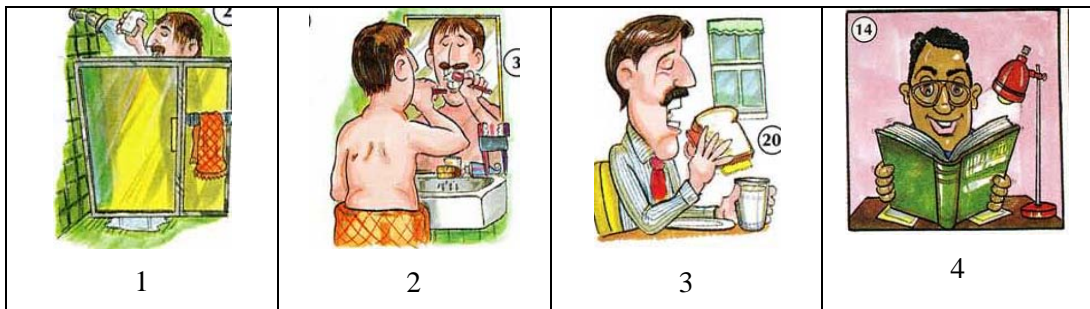
I did not eat the bread yesterday.

Conjunction

Last.....
 Afterwards,...
 Then,.....
 After that,

Joint Construction of the Text (JCOT)

Task 1. Make the sentences by using past tense based on the pictures in a group of three.



 <p>5</p>	 <p>6</p>	 <p>7</p>	 <p>8</p>
 <p>9</p>	 <p>10</p>	 <p>11</p>	 <p>12</p>
 <p>13</p>	 <p>14</p>	 <p>15</p>	 <p>16</p>

1. Yesterday, I took a bath by using shower.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

13. _____

14. _____

15. _____

16. _____

Task 1. Make a paragraph based on the pictures in the worksheet individually.



1



2



3



4



LESSON PLAN

School	: MTs Ma'arif Selomerto
Subject	: English
Grade	: VIII / Second semester
Skill	: Writing
Time allocation	: 2X40 minutes

A. Standard of Competence

6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

B. Basic Competency

6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of recount text

C. Learning Objective

At the end of the lesson, the students are able to express the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings

D. Indicators

At the end of the lesson, the students are able to:

1. Identify the generic structure of a recount text.
2. Identify the grammatical pattern used in a recount text.
3. Produce a recount text

E. Material

Enclosed

F. Method:

Genre- Based Approach

G. Learning process

Opening:

- The teacher greets the students
- The students respond to the teacher's greeting.
- The teacher asks the students to pray
- One of the students leads a prayer.
- The teacher calls the roll.

Building Knowledge of the Field (BKOF)

- The teacher asks the students about previous lesson.
- The teacher asks the students related to the topic.
- The students respond to the teacher's questions dealing with the topic.

Modeling of the Text (MOT)

- The teacher gives the example of recount text.
- The students study an example of a recount text.
- The students analyze the text that is given by the teacher.
- The teacher explains about recount text

Joint Construction of the Text (JCOT)

- The teacher gives a recount text which the verb is wrong.
- The students work in pairs.
- The teacher and the students discuss the answer.
- The teacher gives the picture series.
- Each group gets their picture series.

- The students make the recount outline with their partner.

Independent Construction of the Text (ICOT)

- The teacher asks the students to develop a paragraph
- The students work individually.
- The students develop a recount text by arranging those sentences.
- The students submit their works.

Closing:

- The teacher closes the teacher.
- The students answer the teacher's question whether they have difficulty or not.
- The students and the researcher discuss the conclusion.
- The students pay attention to the next materials.

Sources:

Joko Priyana, dkk. 2008. *Scaffolding: English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional

Mollinsky, S.J. (1994). *Picture Dictionary*. Prentice-Hall Inc: White Plains, New York

Media: Picture Series
LCD

Instrument:

- a. Technique: Written test
- b. Type: Writing a text
- c. Maximum Score: 20

Evaluation

- a. Technique: Rubric (enclosed)
- b. Maximum Score: 20

Yogyakarta, , 2013

The English teacher




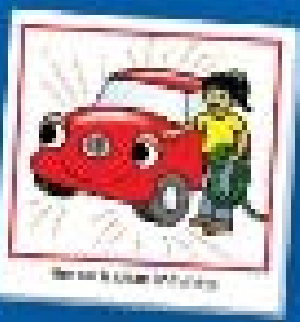
The researcher

Ami, S.Pd.

Sholihatun

APPENDIX

Modeling of the Text (MOT)

No	Picture Series	Recount Text
1		<p>Last month, my sister red car was very dirty. That was her beloved car. It was muddy around the wheel and the body. It looked so bad.</p>
2		<p>Then, she washed her car. She rubbed with the cloth. The dry mud was difficult to clean, so she used car soap to make it clean.</p>
3		<p>After she rubbed the car, she poured the water. She used hose to make it easy.</p>
4		<p>Then, the car was clean again. It looked like a red new car.</p>

Joint Construction of the Text (JCOT)



Task 1. Change the verbs between brackets in the following text into the correct form. The first one that is underlined has been done for you.

Last weekend, my friends, Dicky, Vinda and Laras and I hiked to Gunung Penanggungan. We (start) very early on Saturday from our village, Klandungan, and (reach) Oro-oro Ombo for lunch after we (hike) for almost 4 hours. We (continue) our hike. We (talk) about many things along the way to the next stop. Sometimes, we (laugh) aloud when we remembered our stories. We (exchange) one another (seem) funny. We (reach) the next stop one hour later. It was a hilltop. The view from this place (look) very amazing. Then, we (walk) off down into the valley and there we (camp) for one night by the river in Gunung Penanggungan. I had not been there before. On Sunday, we (return) by a small village – Desa Pasir Wangi -- to a closest bus station. The climbing out of the valley was really hard for us but it was worth it.

Task 2. Make the recount outline based on the picture “Letter for my Beloved Grandma” with your partners at least 2 sentences each picture.





2



3



4



5

Task 3. Write a recount paragraph based on your outline on the worksheet.



APPENDIX D

COURSE GRID

COURSE GRID

Standard of Competence	Basic Competence	Indicators	Language Focus	Media	CYCLE	Learning Activities	Time	Assessment	Sources
6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings	6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of recount text	1. Identifying the generic structure of a recount text. 2. Identifying the grammatical pattern used in a recount text. 3. Producing a recount text	Grammar: - Simple Past Tense S + V2 + O/A/C Adverbs of time: Yesterday, last month, two days ago, etc. Conjunctions First, afterwards, then, later on, lastly, finally, etc. Vocabulary list: ball,	Picture series LCD	1	Opening: - The teacher greets the students - The students respond to the researcher greeting. - the teacher asks the students to pray - One of the students leads a prayer. - The teacher calls the roll. BKOF: - The teacher asks the students about previous lesson. - The students respond to the teacher's question. - The teacher asks the	2X40	Written test	Joko Priyana, dkk. 2008. <i>Scaffolding: English for Junior High School Students Grade VIII.</i> Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional www.google.com

			played, accident, nurse etc		<p>students dealing with the topic.</p> <ul style="list-style-type: none"> - The students respond to the teacher's questions dealing with the topic. <p>MOT:</p> <ul style="list-style-type: none"> - The teacher reminds about recount text - The teacher gives the example of recount text. - The students study an example of a recount text. - The students and teacher analyze the recount text together. - The teacher explains about recount text. <p>JCOT:</p> <ul style="list-style-type: none"> - The teacher asks the students to play "hoping sentences" game - The teacher explains the rules to the students. - The students play the game. - The teacher gives the 			
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						<p>students picture series</p> <ul style="list-style-type: none"> - The students work in the small group. - Each student gets his or her picture series. - The students make their sentences based on the picture by using past tense. - The students check their partner work. <p>ICOT:</p> <ul style="list-style-type: none"> - The teacher asks the students to develop a paragraph - The students work individually. - The students develop a recount text by arranging those sentences. - The students submit their works. 			
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						Closing: <ul style="list-style-type: none">- The teacher closes the lesson.- The students answer the teacher's question whether they have difficulty or not.- The students and the researcher discuss the conclusion.- The students pay attention to the next materials.			
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Standard of Competence	Basic Competence	Indicators	Language Focus	Media	CYCLE	Learning Activities	Time	Assessment	Sources
6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings	6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of recount text	1. Identifying the generic structure of a recount text. 2. Identifying the grammatical pattern used in a recount text. 3. Producing a recount text	Grammar: - Simple Past Tense S + V2 + O/A/C Adverbs of time: Yesterday, last month, two days ago, etc. - Conjunctions First, afterwards, then, later on, lastly, finally, etc Vocabulary list: took a bath, drank, ate, bus, rang	Picture series LCD	1	Opening: - The teacher greets the students - The students respond to the researcher greeting. - the teacher asks the students to pray - One of the students leads a prayer. - The teacher calls the roll. BKOF: - The teacher reminds the students about past lesson. - The teacher asks the students related to the topic. - The students respond to the teacher questions dealing with the topic.	2X40	Written test	Utami Widiati, dkk. 2008. <i>Contextual Teaching and Learning Bahasa Inggris</i> www.google.com

					<p>MOT:</p> <ul style="list-style-type: none"> - The teacher gives the example of recount text. - The students study an example of a recount text. - The students discuss the whole text including the topic, the generic structure, and grammatical pattern used in the text with guidance from the teacher. - The teacher explains about recount text <p>JCOT:</p> <ul style="list-style-type: none"> - the students work in pairs - Each students get their picture series - The teacher gives the students brainstorming worksheet. - The students brainstorm the picture series. 			
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						<p>ICOT:</p> <ul style="list-style-type: none"> - The teacher asks the students to develop a paragraph - The students work individually. - The students develop a recount text by arranging those sentences. - The students submit their works. <p>Closing:</p> <ul style="list-style-type: none"> - The teacher closes the lesson. - The students answer the teacher's question whether they have difficulty or not. - The students and the teacher discuss the conclusion. - The students pay attention to the next materials. 			
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Standard of Competence		Indicators	Language Focus	Media	CYCLE	Learning Activities	Time	Assessment	Sources
6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings	6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of recount text	1. Identifying the generic structure of a recount text. 2. Identifying the grammatical pattern used in a recount text. 3. Producing a recount text	Grammar: - Simple Past Tense S + V2 + O/A/C Adverbs of time: Yesterday, last month, two days ago, etc. - Conjunctions First, afterwards, then, later on, lastly, finally, etc Vocabulary list: snow, toothbrush, played, listened, watched etc	Picture series	2	Opening: - The teacher greets the students - The students respond to the researcher greeting. - the teacher asks the students to pray - One of the students leads a prayer. - The teacher calls the roll. BKOF: - The teacher asks the students about previous lesson. - The teacher asks the students dealing with the topic - The students respond to the teacher's questions dealing with the topic. - The teacher asks the previous lesson.	2X40	Written test	Joko Priyana, dkk. 2008. <i>Scaffolding: English for Junior High School Students Grade VIII</i> . Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional Mollinsky, S.J. (1994). <i>Picture Dictionary</i> . Prentice-Hall Inc: White Plains, New York

					<p>MOT:</p> <ul style="list-style-type: none"> - The teacher gives the example of recount text. - The students study an example of a recount text. - The students discuss the whole text including the topic, the generic structure, and grammatical pattern used in the text with the guidance from the teacher. - The teacher explains about recount text <p>JCOT:</p> <ul style="list-style-type: none"> - The teacher gives the picture series - The teacher asks the students to do the task. - The students work in pairs - Each group gets their picture series - The students do the tasks. <p>ICOT:</p> <ul style="list-style-type: none"> - The teacher asks the students to develop a paragraph - The students work individually. 			
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					<ul style="list-style-type: none"> - The students develop a recount text by arranging those sentences. - The students submit their works. <p>Closing:</p> <ul style="list-style-type: none"> - The teacher closes the lesson. - The students answer the teacher's question whether they have difficulty or not. - The students and the teacher discuss the conclusion. - The students pay attention to the next materials. 			
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Standard of Competence	Basic Competence	Indicators	Language Focus	Media	CYCLE	Learning Activities	Time	Assessment	Sources
6. Expressing the meaning of written functional texts and simple short essays in the form of descriptive and recount to interact with surroundings	6.2 Expressing the meaning and rhetorical step of simple short essays in written language accurately, fluently, and acceptable to interact with surroundings in the form of recount text	1. Identifying the generic structure of a recount text. 2. Identifying the grammatical pattern used in a recount text. 3. Producing a recount text	Grammar: - Simple Past Tense S + V2 + O/A/C Adverbs of time: Yesterday, last week, two days ago, etc. Conjunctions First, afterwards, then, later on, lastly, finally, etc Vocabulary list: letter, wrote, hiked, started etc	Picture series LCD	2	Opening: - The teacher greets the students - The students respond to the researcher greeting. - the teacher asks the students to pray - One of the students leads a prayer. - The teacher calls the roll. BKOF: - The teacher reminds the students about previous lesson. - The teacher asks the students related to the topic. - The students respond to the teacher questions dealing with the topic.	2X40	Written test	Utami Widiati, dkk. 2008. <i>Contextual Teaching and Learning Bahasa Inggris</i> www.google.com

					<p>MOT:</p> <ul style="list-style-type: none"> - The teacher gives the example of recount text. - The students study an example of a recount text. - The students analyze the text that is given by the teacher. - The teacher explains about recount text <p>JCOT:</p> <ul style="list-style-type: none"> - The teacher gives a recount text which the verb is wrong. - The students work in pairs. - The teacher and the students discuss the answer. - The teacher gives the picture series. - Each group gets their picture series. - The students make the recount outline with their partner. <p>ICOT:</p> <ul style="list-style-type: none"> - The teacher asks the students to develop a paragraph. 			
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					<ul style="list-style-type: none">- The students work individually.- The students develop a recount text by arranging those sentences.- The students submit their works. <p>Closing:</p> <ul style="list-style-type: none">- The teacher closes the lesson.- The students answer the teacher's question whether they have difficulty or not.- The students and the teacher discuss the conclusion.- The students pay attention to the next materials.			
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APPENDIX E

WRITING RUBRIC

Writing Rubric

	SCORE	LEVEL	CRITERIA
CONTENT	4	excellent to very good	Knowledgeable • relevant to assigned topic
	3	Good to average	Some knowledge of subject • mostly relevant to topic, but lacks detail
	2	Fair to poor	Limited knowledge of subject • Inadequate development of topic
	1	Very poor	Does not show knowledge of subject
ORGANIZATION	4	excellent to very good	Fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive
	3	good to average	Loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	2	fair to poor	Non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	1	very poor	Does not communicate • no organization • Or not enough to evaluate
VOCABULARY	4	excellent to very good	Effective word/idiom choice and usage • word from mastery • appropriate register
	3	good to average	Occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> .

	2	fair to poor	Limited range • frequent errors of world/idiom form, choice, usage • <i>meaning confused or obscured</i>
	1	very poor	Essentially translation • little knowledge of English vocabulary, idioms word form • OR not enough to evaluate
LANGUAGE USE	4	excellent to very good	Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	good to average	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	2	fair to poor	Frequent of agreement, tense, number, word order/function, articles, pronouns, prepositions
	1	very poor	Dominated by error
Mechanics	4	excellent to very good	Few errors of spelling, punctuation, capitalization, and paragraphing
	3	good to average	Occasional of spelling, punctuation, capitalization, and paragraphing
	2	fair to poor	Frequent errors of spelling, punctuation, capitalization, and paragraphing
	1	very poor	Dominated by errors

APPENDIX F

WRITING TEST

Students' Writing Performance Task

Meeting 1

No	Ss	Writing Aspects															Score				
		Content			organization			vocabulary			Language use			Mechanics							
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A					
1	S01	1	2	1.5	1	1	1	2	2	2	2	1	1.5	1	1	1	7				
2	S02	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	8				
3	S03	1	2	1.5	1	2	1.5	2	1	1.5	2	2	2	1	1	1	7.5				
4	S04	1	1	1	2	1	1.5	3	2	2.5	2	2	2	1	1	1	8				
5	S05	1	1	1	1	1	1	3	2	2.5	1	1	1	2	2	2	7.5				
6	S06	2	2	2	1	2	1.5	2	2	2	2	1	1.5	2	2	2	9				
7	S07	2	1	1.5	2	2	2	2	2	2	2	2	2	1	1	1	8.5				
8	S08	2	1	1.5	1	2	1.5	3	2	2.5	1	1	1	1	1	1	7.5				
9	S09	1	2	1.5	2	1	1.5	2	2	2	2	2	2	1	1	1	8				
10	S10	2	1	1.5	1	1	1	2	2	2	2	2	2	1	1	1	7.5				
11	S11	2	2	2	2	2	2	2	2	2	1	1	1	2	1	1.5	8.5				
12	S12	3	2	2.5	2	1	1.5	3	2	2.5	1	1	1	2	2	2	9.5				
13	S13	2	1	1.5	1	1	1	1	1	1	3	2	2.5	2	2	2	8				
14	S14	2	2	2	1	1	1	2	2	2	2	1	1.5	1	1	1	7.5				
15	S15	1	1	1	1	1	1	3	2	2.5	2	2	2	2	1	1.5	6				
16	S16	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	9				
17	S17	1	1	1	2	2	2	1	1	1	1	1	1	1	1	1	6				
18	S18	3	3	3	2	2	2	2	2	2	2	2	2	2	1	1.5	10.5				
19	S19	2	2	2	1	1	1	3	2	2.5	3	3	3	2	2	2	10.5				
20	S20	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10				
21	S21	1	1	1	1	1	1	2	2	2	2	1	1.5	2	1	1.5	7				
22	S22	1	2	1.5	1	1	1	1	1	1	1	2	1.5	2	1	1.5	6.5				
23	S23	2	2	2	2	2	2	2	2	2	3	2	2.5	2	2	2	10.5				
24	S24	2	2	2	1	1	1	3	2	2.5	2	2	2	1	1	1	8.5				
25	S25	2	1	1.5	1	2	1.5	2	2	2	2	1	1.5	1	1	1	9.5				
26	S26	3	2	2.5	1	1	1	2	2	2	2	2	2	2	2	2	9.5				
27	S27	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10				
27	S28	1	1	1	2	2	2	3	2	2.5	2	1	1.5	1	1	1	7.5				
29	S29	1	2	1.5	1	1	1	1	2	1.5	2	2	2	2	1	1.5	7.5				
30	S30	1	1	1	2	1	1.5	2	2	2	1	1	1	1	1	1	6.5				
31	S31	2	2	2	1	1	1	2	2	2	2	1	1.5	2	2	2	8.5				
Total				52				44				62				53				45	255.5
Mean				1.67				1.42				2				1.70				1.45	8.24

Students' Writing Performance Task

Meeting 2

No	Ss	Writing Aspects															Score				
		Content			organization			vocabulary			Language use			Mechanics							
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A					
1	S01	3	3	3	3	2	2.5	3	3	3	3	2	2.5	3	2	2.5	13.5				
2	S02	3	3	3	2	3	2.5	3	3	3	3	2	2.5	3	3	3	14				
3	S03	2	2	2	2	2	2	2	1	1.5	2	2	2	2	2	2	9.5				
4	S04	2	2	2	2	2	2	3	3	3	3	2	2.5	3	2	2.5	12				
5	S05	2	2	2	2	1	1.5	3	2	2.5	2	1	1.5	2	2	2	9.5				
6	S06	2	2	2	2	1	1.5	2	2	2	2	1	1.5	2	2	2	9				
7	S07	2	1	1.5	2	2	2	2	2	2	2	2	2	3	2	2.5	10				
8	S08	3	2	2.5	2	2	2	3	2	2.5	3	2	2.5	2	2	2	11.5				
9	S09	2	2	2	2	1	1.5	2	2	2	3	2	2.5	2	1	1.5	9.5				
10	S10	2	1	1.5	2	2	2	3	2	2.5	3	2	2.5	2	2	2	10.5				
11	S11	3	3	3	3	2	2.5	3	3	3	2	2	2	3	2	2.5	13				
12	S12	3	2	2.5	2	1	1.5	3	2	2.5	2	2	2	2	2	2	10.5				
13	S13	2	1	1.5	2	1	1.5	2	2	2	3	2	2.5	3	2	2.5	10				
14	S14	3	2	2.5	3	3	3	3	2	2.5	2	3	2.5	3	3	3	13.5				
15	S15	2	2	2	3	2	2.5	3	3	3	3	2	2.5	2	2	2	12				
16	S16	3	2	2.5	3	3	3	3	3	3	3	2	2.5	3	2	2.5	13.5				
17	S17	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10				
18	S18	3	3	3	3	3	3	3	3	3	2	2	2	2	1	1.5	12.5				
19	S19	2	2	2	2	2	2	3	2	2.5	3	3	3	3	2	2.5	12				
20	S20	3	3	3	4	3	3.5	3	3	3	3	3	3	3	2	2.5	15				
21	S21	2	1	1.5	2	2	2	2	2	2	2	1	1.5	2	2	2	9				
22	S22	2	2	2	2	2	2	3	2	2.5	2	2	2	2	1	1.5	10				
23	S23	3	2	2.5	2	2	2	2	2	2	3	2	2.5	2	2	2	11				
24	S24	3	3	3	3	3	2.5	3	3	3	3	2	2.5	3	2	2.5	13.5				
25	S25	2	2	2	1	2	1.5	2	2	2	2	2	2	2	1	1.5	9				
26	S26	3	2	2.5	2	2	2	3	2	2.5	2	2	2	2	2	2	11				
27	S27	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	10				
27	S28	2	2	2	2	2	2	3	2	2.5	2	2	2	2	1	1.5	10				
29	S29	2	2	2	2	2	2	3	2	2.5	2	2	2	2	2	2	10.5				
30	S30	3	3	3	3	3	3	3	3	3		2	2	2	1	1.5	12.5				
31	S31	3	2	2.5	3	2	2.5	3	2	2.5	2	3	2.5	3	2	2.5	12.5				
Total				70.5				67.5				77				69				66	350
Mean				2.27				2.17				2.48				2.22				2.12	11.29

Students' Writing Performance Task

Meeting 3

No	Ss	Writing Aspects															Score				
		Content			organization			vocabulary			Language use			Mechanics							
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A					
1	S01	4	3	3.5	3	3	3	3	3	3	3	3	3	4	3	3.5	16				
2	S02	3	3	3	4	3	3.5	4	3	3.5	4	4	4	4	3	3.5	17.5				
3	S03	3	3	3	3	2	2.5	3	2	2.5	3	2	2.5	2	3	2.5	13				
4	S04	3	2	2.5	3	2	2.5	3	2	2.5	3	3	3	3	3	3	13.5				
5	S05	3	3	3	3	3	3	3	3	3	3	2	2.5	3	3	3	14.5				
6	S06	3	3	3	4	3	3.5	3	2	2.5	2	3	2	3	2	2.5	13.5				
7	S07	4	3	3.5	3	3	3	3	3	3	3	3	3	3	3	3	15.5				
8	S08	3	3	3	3	2	2.5	3	3	3	4	3	3.5	3	3	3	15				
9	S09	3	2	2.5	3	3	3	2	3	2.5	3	2	2.5	3	2	2.5	13				
10	S10	3	3	3	3	3	3	3	3	3	2	2	2	3	2	2.5	13.5				
11	S11	4	3	3.5	4	3	3.5	4	3	3.5	4	3	3.5	4	3	3.5	17.5				
12	S12	3	2	2.5	3	3	3	3	2	2.5	3	3	3	3	2	2.5	13.5				
13	S13	3	2	2.5	3	3	3	3	3	3	3	2	2.5	3	3	3	14				
14	S14	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
15	S15	3	3	3	3	3	3	3	3	3	2	3	2.5	3	3	3	14.5				
16	S16	3	2	2.5	3	3	3	4	3	3.5	3	2	2.5	3	3	3	14.5				
17	S17	3	3	3	3	2	2.5	3	3	3	3	3	3	4	3	3.5	15				
18	S18	4	3	3.5	3	3	3	4	3	3.5	4	3	3.5	4	3	3.5	17				
19	S19	3	2	2.5	3	3	3	3	2	2.5	3	3	3	3	3	3	14				
20	S20	4	3	3.5	4	3	3.5	3	3	3	4	3	3.5	4	3	3.5	17				
21	S21	3	3	3	2	3	2.5	3	3	3	3	3	3	3	3	3	14.5				
22	S22	3	3	3	3	3	3	2	3	2.5	4	3	3.5	3	3	3	15				
23	S23	3	2	2.5	3	2	2.5	3	2	2.5	3	3	3	4	2	3.5	14				
24	S24	4	3	3.5	3	3	3	4	3	3.5	4	3	3.5	3	3	3	16.5				
25	S25	3	3	3	4	3	3.5	4	3	3.5	3	2	2.5	3	3	3	15.5				
26	S26	3	3	3	4	3	3.5	3	2	2.5	4	3	3.5	4	3	3.5	16				
27	S27	4	3	3.5	3	3	3	3	3	3	3	3	3	3	3	3	15.5				
27	S28	3	2	2.5	3	2	2.5	3	2	2.5	3	2	2.5	4	3	3.5	13.5				
29	S29	2	3	2.5	3	3	3	3	3	3	2	3	2.5	2	3	2.5	13.5				
30	S30	3	3	3	4	3	3.5	4	3	3.5	3	3	3	4	3	3.5	16.5				
31	S31	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15				
Total				92				93				91.5				91				95	462.5
Mean				2.96				3				2.95				2.93				3.06	14.91

Students' Writing Performance Task

Meeting 4





No	Ss	Writing Aspects															Score
		Content			organization			vocabulary			Language use			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S01	3	3	3	4	4	4	4	3	3.5	4	3	3.5	3	3	3	17
2	S02	3	3	3	3	3	3	3	3	3	4	3	3.5	4	3	3.5	16
3	S03	4	3	3	3	3	3	4	3	3.5	3	3	3	4	3	3.5	16
4	S04	3	3	2.5	3	3	3	4	3	3.5	4	3	3.5	3	3	3	15.5
5	S05	4	3	3	3	2	2.5	3	3	3	3	3	3	3	3	3	14.5
6	S06	3	2	2.5	4	3	3.5	4	4	4	4	3	3.5	3	3	3	16.5
7	S07	4	3	3.5	3	3	3	4	3	3.5	4	3	3.5	3	4	3.5	17
8	S08	3	3	3	3	2	2.5	3	2	2.5	3	3	3	4	3	3.5	14.5
9	S09	3	3	3	3	3	3	3	3	3	4	3	3.5	4	3	3.5	16
10	S10	2	3	2.5	4	3	3.5	3	3	3	3	3	3	4	3	3.5	15.5
11	S11	3	2	2.5	3	3	3	3	4	3.5	4	4	4	4	4	4	17
12	S12	3	3	3	3	2	2.5	3	3	3	3	3	3	3	3	3	14.5
13	S13	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3.5	15.5
14	S14	3	2	2.5	2	3	2.5	3	3	3	3	3	3	3	3	3	14
15	S15	4	3	3.5	3	3	3	4	3	3.5	4	3	3.5	4	3	3.5	17
16	S16	3	2	2.5	3	3	3	3	3	3	3	3	3	3	3	3	14.5
17	S17	3	3	3	3	2	2.5	3	3	3	3	3	3	4	3	3.5	15
18	S18	4	4	4	4	4	4	4	3	3.5	3	3	3	3	3	3	17.5
19	S19	3	3	3	4	3	3.5	4	3	3.5	3	3	3	4	4	4	17
20	S20	3	2	2.5	3	4	3.5	4	3	3.5	4	4	4	4	3	3.5	17
21	S21	3	3	3	3	3	3	3	3	3	4	3	3.5	3	3	3	15.5
22	S22	3	2	2.5	3	3	3	3	3	3	4	3	3.5	3	3	5	17
23	S23	4	3	3.5	3	3	3	3	3	3	3	3	3	3	3	3	15.5
24	S24	3	2	2.5	4	4	4	4	3	3.5	3	3	3	3	3	3	16
25	S25	4	3	3.5	3	3	3	4	3	3.5	4	4	4	4	3	3.5	17.5
26	S26	4	3	3.5	4	4	4	3	3	3	3	3	3	4	3	3.5	17
27	S27	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	15
27	S28	4	4	4	3	3	3	3	3	3	3	4	3.5	4	3	3.5	17
29	S29	3	2	2.5	3	3	3	3	2	2.5	3	3	3	3	2	2.5	13.5
30	S30	3	3	3	4	4	4	4	4	4	3	4	3.5	3	3	3	17.5
31	S31	4	3	3.5	4	3	3.5	3	3	3	4	4	4	3	3	3	17
Total				93	98			99.5			102.5			103			496
Mean				3	3.16			3.20			3.38			3.32			16

APPENDIX F

WRITING SCORES

APPENDIX I
PHOTOGRAPHS

PHOTOGRAPHS

	
<p>The student paid attention to the teacher's explanation.</p>	<p>The teacher explained about recount text to the students</p>
	
<p>The students worked in pair.</p>	<p>The students worked in pair.</p>

APPENDIX H

OBSERVATION CHECKLISTS

AND INTERVIEW GUIDELINE

Interview Guideline

Before (teacher)

1. Bagaimana kemampuan writing siswa?
2. Apakah selama proses belajar mengajar siswa aktif?
3. Apakah kesulitan ibu dalam mengajar writing kepada siswa?

For the students

1. Bagaimana perasaan dengan mata pelajaran bahasa Inggris? Suka atau tidak? Kenapa?
2. Apa kesulitan kalian saat belajar bahasa Inggris?
3. Skill apa yang kalian rasa paling sulit untuk dipelajari?

After (teacher)

1. Bagaimana pendapat ibu tentang action tadi?
2. Menurut ibu bagaimana aktivitas yang digunakan tadi?
3. Bagaimana perkembangan kemampuan writing siswa setelah penggunaan picture series terutama recount?

For the students

1. Menurut kamu penjelasan tentang materi tadi? Sudah mengerti belum?
2. Ada kesulitan tidak saat kalian menulis dengan menggunakan bahasa Inggris?
3. Apakah kamu terbantu belajar menggunakan picture series?
4. Senang tidak saat kalian belajar menggunakan picture series?
5. Ada kesulitan tidak saat membuat recount?

APPENDIX J
PERMIT LETTERS

PERMIT LETTER



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
(BADAN KESBANGLINMAS)
Jl Jenderal Sudirman No 5 Yogyakarta - 55233
Telepon (0274) 551136, 551275, Fax (0274) 551137
YOGYAKARTA

Yogyakarta, 16 April 2013

Nomor : 074 / 756 / Kesbang / 2013
Perihal : Rekomendasi Ijin Penelitian

Kepada Yth.
Gubernur Jawa Tengah
Up. Kepala Badan Kesbangpol dan Linmas
Provinsi Jawa Tengah
Di
SEMARANG

Memperhatikan surat :

Dari : Dekan Fakultas Bahasa dan Seni Universitas Negeri
Yogyakarta
Noimor : 0378e/UN.34.12/DT/IV/2013
Tanggal : 16 April 2013
Perihal : Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul proposal : " **IMPROVING SKILLS OF WRITING RECOUNT TEXT THROUGH PICTURE SERIES IN THE EIGHT GRADE AT MTs MA'ARIF SELOMERTO IN THE ACADEMIC YEAR OF 2012/2013** ", kepada :

Nama : SHOLIHATUN
NIM : 09202249003
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni UNY
Lokasi : MTs. Ma'arif Selomerto Wonosobo Provinsi Jawa Tengah
Waktu : April s/d Mei 2013

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah penelitian;
2. Tidak dibenarkan melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul penelitian dimaksud;
3. Melaporkan hasil penelitian kepada Badan Kesbanglinmas DIY.

Rekomendasi Ijin Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.



Tembusan disampaikan Kepada Yth :

1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta;
3. Yang bersangkutan.



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
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Waktu : April s/d Mei 2013

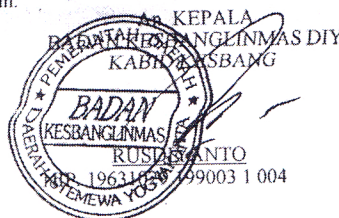
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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0378e/UN.34.12/DT/IV/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

16 April 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Bakesbanglinmas DIY
Jl. Jenderal Sudirman No. 5 Yogyakarta 55231

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Skills of Writing Recount Text through Picture Series in the Eight Grade at MTs. Ma'arif Selomerto in the Academic Year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : SHOLIHATUN
NIM : 09202249003
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Mei 2013
Lokasi Penelitian : MTs. Ma'arif Selomerto Wonosobo

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:

1. Kepala MTs. Ma'arif Selomerto Wonosobo



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
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- ③ Yang bersangkutan.